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The major portion of this issue of the Bulletin consists of reports of various aspects of the National Association of Secondary School Principals (NASSP) Project on the Induction of Beginning Teachers, a three-year demonstration program (involving 188 beginning teachers and 37 cooperating teachers in 33 schools in Michigan, Virginia, Missouri, Ohio, and Florida) designed to discover means by which the critical first years can be made better ones in order to reduce the teacher dropout rate. Other papers relating to the professional development of new teachers are also included. Section 1, "That First Year: The Way It Is," includes articles describing the first year as seen from the viewpoint of a teacher educator, a beginning teacher, and school administrators. Section 2 consists of three articles describing new patterns of induction used in a New York State project, in a Hawaii project, and in the Teacher Corps. Section 3, devoted entirely to reports of the NASSP project, includes articles by the director, the assistant director, two beginning teachers, a cooperating teacher, a school-based inservice leader, and two principals. Both articles in Section 4, "Preparation and Beginning," focus on the effects of preservice preparation on the experiences of beginning teachers. (JS)

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THE
BULLETIN
OF THE NATIONAL ASSOCIATION OF
SECONDARY SCHOOL PRINCIPALS

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WARREN C. SEYFERT, *Editor*

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Foreword

ONCE a new teacher has completed his practice teaching and satisfied state certification requirements for teaching a subject area, the employing high school usually assigns him a full teaching schedule, including homeroom, cocurricular, and supervisory responsibilities, on the assumption that the beginning teacher is the equal of an experienced teacher.

But perceptive administrators know better. They know that new teachers need helpful assistance and advice to become effective instructors.

The beginning teacher faces a difficult first year. He is the low man on the totem pole. As a profession, we simply have to do a better job of inducting new teachers. Otherwise, the 20 to 30 percent dropout rate of new teachers before the end of their second year will continue the wastage of potential teacher talent.

The National Association of Secondary School Principals has had the opportunity of working with the Carnegie Corporation and 33 cooperating schools in the Project on the Induction of Beginning Teachers. It is a demonstration program to discover means by which the critical first years can be made better ones, in order to reduce the teacher dropout rate. We are grateful to Douglas W. Hunt and the Project's advisory committee for the able direction given this undertaking.

The reports about the Project, together with other papers relating to the professional development of new teachers, make up this issue of the BULLETIN. I am convinced that the ideas in this publication have both usefulness and power to help administrators, supervisors, and teachers in thinking through vital ways of assisting the new members of the teaching profession.

Ellsworth Tompkins, *Executive Secretary*
National Association of
Secondary School Principals

BEGINNING TO TEACH

I

That First Year: the Way It Is

BROWNELL
MORRIS
CHAPMAN
SEYMOUR

The lot of the beginning teacher would be a happier one if more of us who have satisfied our novitiate would live by a professional Golden Rule. A distinguished teacher, and teacher of teachers, tells how he would like to be treated by his fellows if he were once more a beginning teacher.

If I Were Starting to Teach

SAMUEL M. BROWNELL

IF I WERE starting to teach I would want to feel that I was undertaking a job which warranted my abilities and enthusiastic efforts. I would be helped by the statement of Henry Adams that "a teacher affects eternity; he can never tell where his influence stops." I made the following statement about teaching before the National Security Council in 1956:

> The long-range security of this country rests on maintaining a superiority in [quality of] trained personnel, especially since we do not have a superiority in number of our manpower. To lose or jeopardize this superiority would be to lose or jeopardize our greatest security asset. This trained personnel must include highly trained specialists in all areas of military and civil pursuits that will guarantee the development of new ideas in technology and science, in military strategy, and above all in human relations, agricultural productivity, and other improvements in the well-being of mankind. It is such developments that will insure our ability to resist successfully armed attack from those who would destroy our lives, property, and way of life. At the same time, it is on these developments that we must rely to demonstrate that our way of life does offer to humanity advantages—spiritual and material—that are worth living for and, if

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Samuel M. Brownell, now professor of urban educational administration at Yale University, has served in many other major educational capacities, perhaps most notably as superintendent of the Detroit public school system and as U.S. Commissioner of Education. Mr. Brownell is a member of the advisory committee to the NASSP Project on the Induction of Beginning Teachers.

> necessary, dying to preserve. It is on these developments that we rest our hopes for successfully working out ways of living in a peaceful world order.
>
> Those who have struggled with this manpower security problem recognize that technical schools, colleges, and professional and graduate schools are almost wholly dependent for their proficiency upon the quality of student preparation in the elementary and high schools of this country.... The preservation of a flow of trained personnel necessary for our long-range national security requires... the preservation of strong programs of elementary and secondary education.... There must be... capable teachers... for the elementary and high schools, as well as for technical school, college, professional and graduate schools. [Those] teachers... provide the main line of defense for long-range national security. Our immediate security problems must not let us forget this fact or cause us to adopt measures which see only immediate defense, important as that is. It is of little avail to win battles but in so doing to lose wars.

Reasonable Expectations

What could I reasonably expect from others and what could they expect from me if I were starting to teach? My assessment would be something like this:

—From my colleagues I would expect comradeship and acceptance as a professionally trained neophyte eager to learn and to be of service. In return I would expect to demonstrate that I respected their experienced knowledge, appreciated their friendship, and was willing to carry my full share of school responsibilities.

—From my community I would expect conditions which would permit me to do a good teaching job—an adequate salary, good housing reasonably accessible to the school, a reasonable load of work, adequate working space with up-to-date equipment and supplies, and respect and cooperation from fellow citizens. They could expect from me, as from any good citizen, that I would be concerned with the welfare of each pupil and with the total community welfare; that I would be a balanced, objective, lucid authority in the field of teaching for which I was employed; that for each child I would kindle an interest in learning and would reinforce his desire to keep on learning. They could assume that I would try to be a good example of what I preached.

—From the principals and administrators of the school system I would expect help of several kinds: a well organized school, adequate supplies, competent associates, a reasonable schedule, good orientation to the school and the community it serves, and support when needed in carrying out my obligations and responsibilities. I would try to give to them the same friendliness, understanding, recognition of competence, and desire to have a good school situation that I would want them to give to me.

—From the pupils what could I reasonably expect and provide? Probably I should expect about the same kind of confidence, skepticism, admiration, criticism, tolerance, and intolerance that my classmates and I gave our teachers. Of course they would be curious about me as a new teacher and would try me out, not because they were mean but because they were lively young people. I could be pretty sure that they would respect and like me to about the same degree that I interested myself in them and proved myself to be honest, fair, and a good sport, doing well what I could do and admitting when I was unsuccessful and wrong. They would reasonably expect of me that I knew my field of instruction and knew how to maintain their interest, that I was interested in them as people and respected their personalities, that I would be fair in dealing with their problems, that I would be patient and understanding in working with them as long as they did their best, and that I could be depended upon to support them as they needed help in meeting problems.

If I were starting to teach I would want to consider what I could be expected to contribute to each child by asking myself such questions as these:

a. What have I to offer that no one else can contribute?

b. Will my teaching increase or frustrate my students' desire to learn?

c. Will my teaching develop or hinder my students' enthusiasms, their skills, their hopes, their judgments, their confidence in themselves, their fun, their consideration for others, their faith in their fellowmen?

d. Will my students, because of me, become self-satisfied and reluctant to change or will they learn to think in terms of what they can become?

If I were starting to teach I would want to be very realistic, knowing that teaching is hard work which challenges the full abilities, the physical and nervous stamina of anyone.

When the pressures of little and petty things began to get me down, and when the lure of opportunities in other fields began to tempt me, and when the frustrations from stupid students or unappreciative and critical parents seemed to prevent progress, then I would want to have something to recharge the batteries that kept alight my belief in the importance of what I was doing. The following quotation from *Teachers for Our Times* is a good example of what I mean:

> Teaching is indispensable to the preservation and improvement of any nation. Through teaching, knowledge is passed on from generation to generation, and its wider diffusion and more rapid advancement made possible. Through teaching, the powers of youth are drawn out and disciplined in practice. Through teaching, the values that characterize a culture's fate [are transmitted]. Through teaching, a people's capacity to meet change in ways that increase the national welfare is strengthened.
>
> In all civilized communities the task of teaching is chiefly entrusted to a company of experts. In the United States that company numbers approximately 1,000,000; and some 285,000 young men and women are preparing to enter the profession. It makes a difference who and what these teachers are. Social well-being and social advance depend in marked measure on their excellence. But who these teachers are and what they are turns directly upon the effectiveness of the arrangements that we make for their education. To improve teacher education is to improve teaching; to improve teaching is to improve the schools; to improve the schools is to strengthen the next generation; to strengthen the next generation is a social duty of the first magnitude.

Yes, if I were starting to teach I would be much more certain that teaching was the career I wanted to enter than I was when I first began my work. And I would approach my work with pupils in the spirit of the sign I once noticed on the back of a truck which read—"I'll help you to pass."

Diary of a Beginning Teacher

JEAN MORRIS

Jean Morris began her teaching career in the fall of 1966. She and eighteen other beginners in the Richmond, Virginia, public schools that year were asked to keep diaries of their classroom experiences to provide first-hand information on the situations faced by typical beginning teachers and on their reactions to them. That same year twenty other beginning teachers in the Richmond system made up an experimental group in the NASSP Project on the Induction of Beginning Teachers. With Miss Morris' permission we are printing excerpts from the diary she kept—partly to remind many of our readers whose beginning years have receded in time and recollection what those years really are like. When she was writing the diary Miss Morris was teaching seventh-grade history; last June she completed her second year of teaching in Richmond.

SEPTEMBER 1, 1966. Am I tired!! Everyone told me I would be but I didn't really believe it. Things went better today than I had expected, although I did mess up my attendance. The classes went pretty well except for the last period. All the other classes were only thirty minutes long but sixth period was fifty-five. I hadn't realized this and didn't really have enough to fill up the extra time—I guess I'm not practiced at the gentle art of stalling. I've got so many things running around in my head that I have to remember, especially paperwork, that I'm sure I'll never remember it all.

The secretary in the office must shudder every time she sees me coming. I have so many problems with all of the records.

I feel guilty because I haven't got any long-range plans for my class, but I'm still too confused.

September 6. I collected the notes today, and corrected them tonight. Most were pretty good. I'm keeping control of the classes pretty well—my only real problem so far is sixth period. They are certainly loud and rambunctious. Fourth period is a little wild, too, but the disorder there seems more related to interest in what's going on and to my disorganization. I think my biggest problem lies in the fact that I am not really well enough organized.

September 7. I'm exhausted today. I gave them all back their papers which, thank goodness, took up part of the class time. I also assigned them four questions to do for homework. I didn't write the questions on the board, which was a mistake; I ended up repeating everything five or six times.

I feel so pushed, preparing and correcting papers; hope things calm down soon.

September 8. It was a mistake to read those questions; many people misunderstood what I said, and the homework was really poor.

I think that despite my problems at first I am finally figuring out all of the paper work. I wish I had some sort of central sheet with all of my homeroom duties, though. The kids keep telling me about new ones—collecting high tone points or something like that, bus tickets; they keep asking questions about things I don't know about and have never heard of before.

One really encouraging thing—three different teachers came up to me today and complimented me because my classes were unusually quiet for a new teacher!! Excitement!!

September 9. I tried playing a game with them in class today. It didn't go very well. One of the biggest problems was that I didn't have a firm enough control over the class to do it. I had them asking each other questions. They were divided into two teams and all that. I even set up a panel of judges who decided whether the answer to a question was right.

I also gave them a pop quiz at the beginning of the period. I tried it in one class at the end, but that didn't work as well; they were too excited from the game to settle down.

One real catastrophe today. The map fell on my head during fourth period. The class went wild, luckily the assistant principal was right outside the room, and he came in and rescued me.

September 12. I don't know how I'm going to do it but somehow I have to stretch two days of material into five. I had planned to give a test on Thursday but then found out that too many of my students would be absent because of the religious holidays. I don't think I can stand to talk about geography much longer.

I gave my classes a list of twenty-five spelling words and told them they would have a quiz tomorrow. It remains to be seen how many will learn them. And they were aghast at the thought of spelling words in history. I also gave them an outline of the geography chapter with all of the most important facts in it—hope that will help them.

September 13. I gave the quiz today and they did pretty well and then I finished up discussing geography—I hope. I only gave them twenty of the spelling words and left off the longest and most difficult. They were very upset because they said they had all learned that one.

The day has finally come. Despite all of the work and how tired I am, I think I am really going to like teaching.

September 14. I found out that I have a truant in the class today, or rather didn't have her yesterday. The first one in my homeroom absent and she was truant.

I gave back the quizzes today. One class had done really poorly so I gave them the quiz again. They did much better the second time.

The kids are still asking me questions about the school which I can't answer. I don't know where they are allowed to go during homeroom or anything like that.

September 16. Reviewed today. It amazes me how little overlap there is in what they know. When they have learned a thing, they are completely unable to apply it to anything except the direct purpose for which they learned it.

September 19. I gave my first big test—up till one o'clock correcting them. The kids did pretty well and I was quite pleased. Not *too* many really bad papers. They're so bad at following directions, though. I think that after three weeks they are finally learning the heading I asked them to use. Of course I must have repeated it at least 700 times but that's all right.

September 20. Today I went over the tests. They were pretty good about listening to what I had to say. Many have finally begun to get the idea that they should wait until I finish explaining something to them before they start asking questions. Every day in every period I tell them to wait with their questions because I will probably answer them. Most of them are finally catching on.

September 22. One of the girls in my second-period class brought me a textbook published in 1852 today. I found that it provided a good threat to my sixth-period class, which was giving me so much trouble. I explained to them how in schools at that time students would have to memorize the questions and answers which comprised the entire book. This led to an interesting discussion of old education methods. They were really impressed.

September 23. I've wanted to give some of the poorer students a chance to bring up their grades. I gave them all some study sheets to do for homework, fill-in-the-blank type of things. Today in class I went over them, question by question, explaining all of the correct answers. Then I gave a quiz right from the study sheets. I thought everyone would do well, but it didn't work, the good and average students did very well, but the poor students still did poorly.

September 26. I'm having a problem getting the classes to keep quiet now. For a while they were pretty good, but now they're beginning to get to me. Even the good students are starting to talk during class. I don't think it's because they're not interested because the talk is almost always about what I'm discussing, but still they're talking without permission. If it was only a little I wouldn't mind, but it's beginning to get to the point where I can't go on because of the talking.

September 27. The assistant principal came and visited one of my classes today. Before class I was talking at my desk with one student and all of a sudden I heard this deathly silence hit the class. (I guess that's not the right way to say it, but anyway.) I looked up and there he was. I started class. I'd ask a question and there was absolute silence. Nothing. It was terrible! It's bad when they're all talking at once, but it's horrible when they're afraid to move.

September 28. I finally got two more maps today. I've been trying to teach with only the maps my students brought in but now I have real, professional ones.

September 29. I've been getting bored, teaching the same thing over and over and so today I did different things in different classes. I discussed with some, gave some a quiz, and had others writing. I tried discussing with my sixth-period class but they're just impossible after about ten minutes. I got really mad at them and told them to take out their books and study quietly for ten minutes and then I would give them a quiz. While they studied, I made up the quiz and it was a dilly—only four people passed. I suppose it isn't good educational psychology to do that but it made me feel much better, and at that point it was either them or me.

September 30. I think that maybe I have finally gained control of sixth-period class. They were very good today—I only hope that it will last.

October 6. My biggest worry now is keeping a straight face. I just cannot seem to keep from laughing at the kids. Partly, I'm sure, it's just me—but I'm sure many other new teachers face the same problem. I cannot seem to get mad at them and I laugh many times when I shouldn't. I guess I lack a detachment which can only come with time.

October 7. All of the people here at school have been really helpful to me, especially the counselor. The paperwork was overwhelming me, and I was afraid to face the file folders for the permanent records of the kids in my homeroom. But the counselor has been great. She seems to understand every little question which I have, no matter how silly, and freely gives me her time. All of the silly little things which take up so much time would have taken even more time had it not been for her.

October 10. Mondays are always horrible. The kids seem to yawn twice as much as usual. Come to think of it, I see very little yawning except on Mondays. Didn't really accomplish much today. I had what I had thought was a beautiful lesson all prepared, but it just didn't seem to go over, and I don't really know why.

October 12. I often wish that I were teaching any other grade but seventh, but then I realize that any grade has its own problems. It's just that it is so hard to handle a class when half of them are as mature as high school students and the other half are still in elementary. I can handle pretty well the ones who have advanced at least to the sixth-grade level, but the very immature ones really bug me. What do you do with a student who cannot ask a simple question in class, but must come up to the front of the room and ask me personally?

October 14. I have now firmly and purposely gotten my classes separated. That is, I am no longer doing the same thing five times a day. At first it was a big help being able to prepare only one lesson each night. But I realized that it was terribly boring for me, and my boredom would be reflected in the kids. Once I felt that I had my bearings, I decided to change all that. Well, it's taken me this long to carry out my plan. Although I use much of the same material in all of my classes, I do not use it all at the same time or in the same manner. I can really see the difference in the classes.

October 17. Well, grades were due today. I spent all weekend trying to average my grades. Oh, the hours it took. I tried to be so fair, but somehow I made a few mistakes. Today in class, I had them all go over their grades with me and I explained why they got the grade that they did. Before I told them what they got, I had them all evaluate themselves, so that I would have an idea if they were really being honest with themselves. Most of them expected to get their grades lowered for talking out in class—that is, the ones who talked out did. I did not do that, however. At least this was one Monday that they did not yawn.

October 19. Tonight was the PTA open house. I was pleased at how well it went. I guess that parents are not really ogres after all. But it was an awfully long day. I really do love teaching and I look forward to all of my classes, but I often feel that I am not doing my best for these kids. Teach and learn—and have I learned a lot in these seven weeks!

October 20. Third period is a real mess. I must establish some sort of strict regime or the class may fall completely apart.

October 25. All of my problems with my third-period class seem to be concentrated on one boy. The problems are not all his fault but he personifies them. I really believe that it is physically impossible for him to stay quiet and in his seat for a whole period. This one kid has really gotten to me!! To top it off, he is in my homeroom and I have to face him for a solid 90 minutes right in the middle of the day—sigh!

October 28. Parents, parents, parents! Teacher-conference day went pretty well, all things considered. Most of the parents that I wanted to see actually came, although not all. I really do not have much to say about the day except that it went better than I had expected it would—parents are people, after all.

October 31. I think that I have finally conquered my third-period class—I am really and firmly in control. There are still a few trouble spots, but the tie is broken and I am on top. I spoke to the Assistant Principal and he said that he would call in THAT BOY first thing tomorrow morning. I am not really expecting anything great to come of it—but there is always hope.

November 1. I guess that it worked—temporarily, anyway. THAT BOY came up to me before class today and said that he would be much better after this, and he was. He spoke out only once without raising his hand and stayed quietly in his seat without causing any disturbance. I got something accomplished in that class today. Amazing!!

November 2. THAT BOY is still behaving! He almost rates a lower case name now. Today he even gave an oral report which was very good—no clowning, well-organized—and it was the second passing grade which he has received this whole year. It is not that he is stupid, but he just cannot work and will not. Part of it is that he is a very nervous person, but he seems like a different person now really trying to control himself.

November 3. Big test today—everything very quiet. I tried a new method: gave everybody the same test but mixed up the questions and therefore kept them from copying off each other's papers. The test of the person next to you has the questions in a different order, and so his answers will not be the same. I know that there has been cheating and I hope this will stop it.

November 4. TEACHER'S CONVENTION—WHAT A FARCE!

November 7. I just went over the tests today in class. They did very well and I was quite pleased. I even got across some rather complex ideas to them. And THAT BOY is still doing well.

November 9. Every day I learn so much. I hope that the children are learning some too, but they couldn't possibly learn more than a fraction of what I have. I think there is hope for me yet. I already know so much more than I did in September. Sometimes I feel the huge mountain of things yet to learn pressing down on me but I think I've made a significant dent in the mountain. I may live through the year. But then again, it seems overwhelming.

November 10. Everyone here at school has been extremely helpful to me. The other teachers, the counselors, and the office could not have been more patient and understanding. They have given me all sorts of wanted and needed advice. They have helped me with everything from silly questions to major problems. It would have been much worse if I had not known that there were lots of people around me who were willing to help.

November 11. Friday at last!! Boy, did this week seem extra long. I guess that it is because we have had two four-day weeks in a row. The kids seem to be extra tired on Fridays too. Noisier and less able to accomplish anything during a period. I guess that a week seems much longer to them, and the weekend seems like much more of a vacation. Friday is really not a day to expect great things.

November 15. Had book reports due in one class today. I don't quite know what to do with some of them. Some of the kids just copy passages from the books. I have told them over and over, and I have made many, many people redo book reports, but they never seem to learn. I am afraid sometimes that my own unfamiliarity with children's books is a great disadvantage. I can't always tell whether they have really read the book.

November 16. I often wonder if I will ever learn to get the material on the right level for these kids. I feel that I talk over their heads a lot, and then I overcompensate by lowering it too much. I just cannot seem to hit a happy medium.

November 17. I sent someone to the office today and I consider it a major accomplishment. One of my problems is that I feel that I should handle all of my problems myself. I'm finally getting so that I can recognize when I cannot handle it myself.

November 18. I'm up to my ears in meetings and commitments after school. I had no free days this week. Meetings. And today I had to keep the detention hall. Am I exhausted!

November 21. I gave three tests today. I'm a little worried because I'm getting behind. I feel that I should be moving along faster. I must try to keep in mind that I cannot hope to teach everything in one year or even part of everything.

November 22. Will I be happy for this vacation! Catch up on all of my paperwork and get a good rest. I'll need it, I'm so tired. It seems to me that I have *not* been tired only about three days so far this year. Who ever said teaching was an easy life?

November 28. A day which begins at 5:15 a.m. and is the first day after a vacation is horrible. I'm so tired. Tomorrow maybe we'll all be ready to settle down to work.

November 29. Things settled down somewhat today. I had to do busy work in almost all classes almost all day. Gave the kids a reading day for the classes which had book reports due, and gave some makeups and generally finished what was left over from before the holiday.

November 30. Beautiful day! Introducing a new unit and the kids were great—love it. Everything went well.

December 1. Group work is exhausting. Keeping track of all those kids when they are operating as a group is hard enough but when they are acting as individuals—wow! But still I think that the confusion was kept to a minimum.

December 5. Grades due today. It takes me entirely too long to average grades. I spent nearly all weekend on them. Off and on I worry about my grades. I think that I am too kind about failing people. I don't know how to judge. Never having gotten any F's myself I'm not really sure what they mean. I know an F paper when I see it but averages are harder to figure.

December 8. Ugliness!! Nothing went well at all. Jabber, jabber, jabber—I don't know. Sometimes I get so upset and depressed it's horrible. They don't listen or follow instructions, or learn anything. I guess it's a normal feeling for new teachers.

December 9. Things were better today, but not much. I'm ecstatic that it's Friday. Never saw a more beautiful looking weekend.

December 12. Almost the end of the period before vacation. I guess not really but it seems like it must be. Happiness!! They announced that all evaluation meetings are cancelled until after Christmas. Hurray! Except for the faculty meeting Thursday.

December 20. Only two more days! The kids are starting to get nervous. All the excitement of Christmas and vacation and all that. I gave a test today in three classes, and I am really interested in the results. They have me wondering—have they learned anything?

December 21. Well, they did better than I expected on those tests. But not as well as I would have liked. They were very pleased with their grades on the whole. I think the test was too easy.

December 22. Do I hate Christmas parties! Chaos! And in the middle of the whole mess, the man came to fix my door. So he was hammering and the kids were "enjoying themselves" and I was going crazy. As for classes, there might as well have been none for all that could possibly have been accomplished. I let all of my classes play "Password" with words from the material which we had covered in the last couple of weeks. At least that kept them busy and fairly quiet.

January 4. Pulling all the kiddies back into the swing was not as hard as I had anticipated. Yesterday it was really good to see a room full of relaxed children. No foot-tapping, no finger-drumming, no temper tantrums, no nothing. I don't mean that they were asleep although it almost sounds like it. They just seemed completely relaxed and open to whatever I said.

January 5. Everything went well today, for once. Almost no trouble. The kids were all quiet. It was great!

January 9. I am having a difficult time trying to bring the material down to the level of the seventh graders. I have always been one to use a large vocabulary and I constantly catch myself using words which are beyond them. And it runs into more than vocabulary; the basic concepts of history which I have tried to present to them are very difficult for them to grasp. At first I was assuming too much prior knowledge on their part, but now I am finally discovering that you should never assume anything. Most of the time you must start right at the beginning. And I must constantly tell myself this when I am trying to teach anything.

January 10. What do you do with a case of puppy love? I've got a little boy who watches my every move, hangs on my every word, and comes to see me after class and after school. He wrote me a note today telling me he loved me. It was anonymous but I recognized the writing, which is very distinctive. What to do?

January 11. I really do feel I was totally unprepared to teach when I started this fall. I've made so many mistakes, mistakes which only a little experience might have prevented. Learning by doing seems an inefficient way of solving my problems. I just wish that I had a book or something which listed, say, 25 tricks in discipline, 25 do's and don'ts in tests, a method of treating late papers. Helpful hints—that's what I really needed more than anything else.

January 12. I have been feeling pretty guilty lately about not spending as much time as I would like in preparing my lessons. I do spend time, but it just seems sometimes that I don't know enough about what I am teaching. I am gradually becoming more and more familiar with the material but I still feel uncomfortable at times.

January 13. I had to keep the seventh period today for the second time. Quite frightening. All of the incorrigibles descending upon me. And the worst of them all complete with long scraggly hair and leather jacket with studs on it. He walked in booted and leading from the hip. He then proceeded to sit down and read *A Boy's Life of John F. Kennedy*. From that moment any apprehension which I had had disappeared.

January 17. I finally sent one boy to the office who has been bugging me. I hope he's cured. I took a paper way from him which he was writing on when he shouldn't have been. He started to argue with me, wanted it back. Later I found out why he was so upset. It was a picture of me in my car. Not insulting at all. It didn't upset me in the least, but he was really afraid it would.

January 25. I got quite a bit done today, mostly housekeeping-type work—throwing out, cleaning, rearranging boards. But I have very little to show for it all. I think that we should have planning days more often because it gives you a little time for all the odds and ends that there is never time for during the regular school day.

January 30. The end-of-the-month squeeze is at hand. I feel the pressure of the teachers' poor salaries now. Tuition due and rent, etc. It really pinches, especially when I remember that I have to live on something next summer. I certainly hope that I'll be able to see my way clear enough so that the something I'm living on will not be my parents.

February 2. This is absolutely the *worstest* time of the year—just horrible. Everything is so bleak and so is the material that we have to learn. Even the children seemed bleak today. I really want to get them interested in what we are doing, but I cannot seem to get interested myself, so how can I expect them to be. Well, this too shall pass and when I can get up a little spunk then they will too, I guess.

February 6. I think that I had better stop and think about the way my classes have been going. I seem to have fallen into a horrible rut. Everything seems to be the same. Chapter after chapter, day after day, we go on doing the same old thing. I must use more imagination or the whole class will just die of *routine.*

February 13. I really don't know what I'm going to do with my third-period class—35 students and 25 of them are boys!!! I had to get an extra desk to fit them all in, and I finally got it today; it took only two weeks. Up until today we had a roving reporter—he checked in from a different place each day. It is a real struggle just keeping them under control. Thanks to some assistance from the office, I have straightened out the worst offenders, but there are some real squirmers in the class. You know, "Stop hitting, Mark," "Give Dennis back his shoe," "Don't poke Ricky in the back," "Give Janet her book," "Will the back row please stop the dog-fighting," etc., etc.

February 14. Valentine's Day. I was surprised to get so many cards from the students. I even got a handmade and decorated wooden heart. (I wonder if that is symbolic?) Seventh graders can be so cute; they are so open. If they like you they are not afraid to say so, and if they don't like you, they will say so too. I guess it's good; if they are bored you can always tell.

February 15. I showed my "home movies" today. Not really, but I did show some slides that I had taken. The kids were interested and the lesson went well. They asked good questions and some of them learned something in spite of themselves. The rest learned something because they were interested.

February 16. Did I get my comeuppance! Today one student in my homeroom, intent on finding out more about me, came up to the desk, and under the guise of asking a silly question, examined my college ring. I guess he wanted to find out where I went to school. I didn't know he was doing this until he exclaimed, "What does that stand for? What—1966, that's common! What do they mean giving us an inexperienced teacher?!!"

February 20. I enjoy teaching entirely too much—that's my biggest problem. I love the kids and enjoy seeing them being kids. I like teaching, but sometimes I wish I could just sit down with them and talk to them.

February 21. Good day. One of the angry young men in my fourth-period class was really interested in what we were discussing. It wasn't even a very good lesson, but he was listening to what was going on for once and even raised his hand! Probably only a temporary relapse on his part.

February 22. I finally got sick of playing referee to my third-period class, and I realized that there are not enough days in the week to keep them all after school. This afternoon I went down to the assistant principal's office and asked if there wasn't something he could suggest. His immediate reaction was to say that he would come the next day and teach that lesson. He wanted to see who was in the class. So, tomorrow he is coming. I will be interested to see what happens, especially since they do not know he is coming.

February 23. Very interesting day. I had expected a bunch of angels but there were a few wisecracks, whispers, and so on, anyway. I really enjoyed watching my third-period class at work, and I think they also enjoyed the class. It still remains to be seen what will come of it all, but I learned a lot about the class and maybe they learned something, too. I gave the assistant principal a list of the worst offenders in the class, and he is going to give them all a talking to (I guess). I'm crossing my fingers.

February 27. Today I got involved in a very odd incident. One of my students lost his temper and seemed to be threatening me. But then he said, "I wasn't going to hurt you; I just wanted to be friends." That kind of friend I don't need. He's a very disgruntled boy. I really believe that he is emotionally disturbed. He loses his temper all the time and mumbles under his breath and scowls furiously. He came and apologized, which I consider a great victory. I didn't think he had it in him.

March 1. Good day! I really felt like I was getting somewhere. The kids paid attention and behaved. But, then I went to class tonight and found out all of the horrible things I've been doing; and now I'm discouraged again.

March 2. I had to teach six periods today! One of the teachers had to go to the doctor during lunch but expected to get back about five or ten minutes late for fifth period, my free period. They asked me to sit with her class till she got back. Well, she never came and so that's how I ended up teaching Spanish. The class didn't have anything to do and didn't have books with them to keep them busy, so I had to keep them busy myself. I did it, though! I hope I never am a substitute; it's hard work.

March 3. The boy who lost his temper last week came to me today after school and said, "Guess what, Miss Morris. I'm getting a big brother and, boy, is it neat! You get to do all this neat stuff and go places and it don't cost you nothing and it's really great. And he has a Mustang and we're going bowling today and he's going to teach me, and boy, is it neat!" I feel like running out and telling everyone I know to become a big brother. I've never seen this kid happy before.

March 8. I got myself into something! I'm sponsoring the ninth-grade play! As if I didn't have enough to do with my lesson plans, papers, two evaluation meetings a week, and the class I'm taking at the university. When the principal asked me, I didn't know if I was in a position to say "no" or not. I have almost no contact with the principal. I guess that this is very good—at least he isn't hanging over my head. But I don't really know what my relationship with him should be. When should I ask his permission to do something? When should I take a question to him, etc.?

March 9. After my message yesterday, the principal paid a surprise visit to my class to observe this morning. Terrible time to come. We were just sitting around talking. They were asking questions, and I and they were answering them as best we could—unorganized, rambling, seemingly pointless. It really had a purpose but I'm sure it didn't look that way.

March 10. Grades again. It seems so long since the last report card and yet the grades that I do have seem so inadequate in evaluating the students. And no matter how often it is explained to me I don't think that I will ever understand how grades are supposed to be figured in this city.

March 13. What do you do with a boy who is just plain obnoxious? No matter how much I have tried I cannot seem to cope with him. He is an intelligent boy but only gets average grades (hasn't gotten anything except a C on his report yet this year). He is in my homeroom. I understand why he is so obnoxious—this is the way he gets attention. He is not liked by the other students and he tries to get acceptance this way. I had spoken to the counselor about him before, but little had happened. This morning I snapped at him even before he had done anything, so I decided the time had come. I told the counselor what had happened and she got right to work. Called his mother and she is coming tomorrow morning. Who knows if anything will happen—but it's a start.

March 20. I went to the public library today to enlarge my growing collection of books on the Civil War. I have discovered that if I have picture-type books in the room, some of the kids will read them and learn something in spite of themselves. I've got quite a collection now—all the books I could carry from the public library and as many as I could talk the school librarian out of.

March 22. I had all kinds of people coming to observe today. Three classes were listening to records and relating this to what they already knew. And I could hardly talk, but they were very good. They were extra quiet so that they could hear me instead of just ignoring me. The kids really enjoyed what they were doing today. I think that it was because they were all so involved in it. Each one could take part no matter how good or poor a student.

April 3. I was surprised by the children today. They were so willing to settle down to work. I hadn't planned to accomplish great things on the first day back from vacation but I was very pleased with the results. They were really eager to get along.

April 5. I want to do some library work with my classes in the next few weeks. The children have seemed to enjoy what I've done already this year in the way of assigning research and I think that they get a great deal out of it. I've been investigating to find a better way to organize the whole thing. I've talked to other teachers, and gotten some very good ideas and leads from them. It's going to take careful organization and thorough planning but I hope that it will come out all right.

April 10. Ugly day. I went away for the weekend and the airline lost my luggage. My grade book was in it. I don't think that it's gone forever, but I was not able to correct any of the quizzes. The kids were very upset that I didn't have them.

April 14. Friday. What a week! I guess I say that every week! Yesterday we were here till five for a faculty meeting. I suppose I shouldn't complain, though; we have had few faculty meetings and they have all been important. Yesterday we were just listening to the various committee reports. Dull, dull, dull!

April 25. I hate what the textbook does for the period we are in now. I've been working up all sorts of outside stuff for the kids to do. I hope it goes over well. Wish me luck.

April 26. Grades are due on Friday. Help! We've been so busy doing other things that I have very few grades for any class. I think though that I have had enough contact with them on all of their projects to grade them fairly.

May 2. The kids are really thrilled at any chance to get away from the textbook. They enjoy everything that I do; the farther from the textbook, the better.

May 8. I'm going to start a new regime in my second-period class. It seems a little late in the year but they need it. They have really gotten lazy. I think that they have just coasted for too long. It is probably futile.

May 10. It took me a long time but I'm finally getting to know what counselors are for—what they should know and what they can help me with.

May 12. Student-faculty game was today. Wow, the kids were wild! You really would think they didn't know that teachers have legs. A teacher in shorts is a rare bird indeed!

May 17. I can hardly wait until the year is over. But there is so much to do. I've got to be all ready to move out of my apartment on June 10, plus an exam and a paper in my course, plus tying up the year at school. There are hundreds of things I would like to get done in my classes but only a very limited time in which to do them.

POSTSCRIPT

May 10, 1968. Although my official record says that I have now had two years of teaching experience, it might be more accurate to say that I have had one year of experience and one year of teaching. My first year of employment seems to fit much better under the category of pure Experience. My second year has been nothing like the first. For every one problem I have had this year, I had fifteen or twenty last year. My first year, more often than not, was defeating, depressing and exhausting. All this, however, was for a purpose: the second year and the years to come. From the first it was obvious that I was learning a great deal more than I was teaching. I would not give up a moment of my experiences last year (well, maybe one or two moments) because every mistake, every crisis made this year easier.

As I reread the diary which I wrote last year, many half-forgotten events came back and many unforgettable ones were relived. I was amazed by some of the things which I didn't know or thought I did. Yet, it is not really amazing at all. Last year was for me a year of learning. The cliché says that experience is the best teacher. Well, experience *makes* the best teacher, too, and last year was an experience.

One of the beginners in the first group of young teachers to be involved in the NASSP *teacher induction experiment says of the very beginning, "I remember vividly the first day I was to report for work. For two weeks before this day I had nothing but apprehension about my job." She writes of how she coped with that and subsequent apprehensions.*

Teaching Is Also Learning

REBECCA CHAPMAN

TEACHING school in the inner city of Detroit wasn't exactly what I had in mind after two years of a New York girls school and a degree from a large university. Certainly this was not the dream of the sorority girl who later married a law student. But after three years I find it has been the only real, important contribution I have made to myself and to those around me.

I remember vividly the first day I was to report for work. For two weeks before this day I had nothing but apprehension about my job. I felt determined to go at least one day, and if it did not work out I would quit. My first professional duty was to help a counselor get students assigned to the appropriate classrooms. The room was crowded, hot, and sticky with the high-pitched voices of constantly-talking students. To get over to the counselor's office I had to pass through a myriad of students. In order to get *into* the counselor's office I had to weave somehow through the unfamiliar crowd. All of a sudden I felt real panic inside. I was very much aware that at that moment I was the only white person in a room filled with two-hundred strange faces. I had never been in a place with so many colored people, let alone in the minority. I thought I would suffocate or faint.

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Everyone was pushing and shoving and touching me; all I wanted to do was to get to the exit. I could feel the tears coming as I went for the door hoping no one would see my plight. As I made my way to the door it was as though a sudden calmness I had never experienced came over me. I was no longer frightened, and my composure came back as suddenly as it had left. Before I realized it I was once again headed in the direction of the counselor's office to be of assistance. I was aware that in the confusion I had gone all but unnoticed by the students and was the only one who was aware of my experience. In those few moments I had undergone a real change in my personal makeup. I was still unsure about my job but I wasn't afraid to be in a situation that dictated I work solely with Negro students. This was only the first of many minor miracles I would soon find myself experiencing.

More Than a Teacher

In just a few short weeks I came to realize I was more than a teacher. I was still a student going through the growing pains of the learning process. I was teaching English in the classroom but I was also learning about the total curriculum of life and what job we are really here to perform. This was a real revelation to someone who had still not grown away from the happy-go-lucky college campus. Slowly I began to understand what my grandfather had been all along teaching me. His strongest conviction was that we are here only to help each other with whatever talent we have been given. This never really seemed much more to me than an idealistic goal until I was in a position to either follow this philosophy or turn my back on it. More and more I found that although a large part of my job was teaching English it was not the most important lesson. I learned that through verbs and subjects I was teaching much more than grammar and literature.

On a not very unusual day I was taking time out to go to each student individually to observe and comment on his work. This was certainly not a task of note except on this particular day. I was helping a young 16-year-old boy with his work when he put his hand up too quickly and I got in the way. Accidentally his hand brushed up against my hair and for a brief second he held on gently. I was startled and embarrassed but continued to help with his work without saying anything. I soon passed to the next student, smiling a look of approval as I went on to let him know I had not been offended by his curiosity. This could have been a rather difficult situation had I not somehow realized that this young boy had probably never felt straight blond hair before. To me this was a beautiful expression of learning for both him and me, and one which I cherish.

Another possibly more questionable teacher-student exchange was with a boy who had been a real pest and source of much disorder in class. I happened to mention casually that I was a little late for class because I had lost a hubcap on my way to work. About two weeks later, around three o'clock Tony came up to my room with a large clanging grocery bag. To my surprise there were five glittering hubcaps which he proceeded to display in an orderly arrangement on my desk. Each one was different and of the brightest quality. At first I didn't know what to say. Obviously there were five cars in the city of Detroit minus hubcaps. Tony had taken great pains with this project and, although he did not excel in my class, on this personal assignment he had done more than adequately.

Quickly my inexperienced mind wondered what to do. I had never read what course action should take in this situation. Should I turn him into the office, tell him to leave, give him a stock lecture on stealing? None of these seemed appropriate. Here was a boy who could never do well in English no matter how hard he tried. He just didn't have it. This time it was not a matter of so many right and wrong answers graded on a percentile average. The question was not at all academic. After what seemed a long deliberation I chose a hubcap and asked my student if he would put it on. He was really thrilled that I wanted his help and his hubcap. Maybe in some eyes I showed poor judgment but I don't think so. If you could see my black '59 Chevrolet Impala with all its rust and lower your eyes to one new shining hubcap you would understand that for me it was a reminder that a teacher must learn more than what is in the books she teaches from.

In Retrospect Not Bad

Somehow, when I look back on my bad days they are not nearly so bad as they seemed, for example the time a student referred to manure in the book *The Jungle* as sh—. Then there was the time my supervisor was present and a rather voluble girl told a rather talkative boy to "Shut up, you pimp." When I told her this was inappropriate language for the classroom she replied, "Well he is." Also there was the bright boy I was sorry to lose because of his being absent four out of five days in the week. He would come to school in the most beautiful clothes you have ever seen. On one occasion I took him aside and asked him why he was absent so often. He said he worked and needed the overtime. I could not understand this since he was more than adequately dressed. He told me he was buying an expensive cashmere coat and needed the money to pay for it. I went into my speech about school being more important and of far more monetary value than the coat. I even told him the story of my husband who had recently purchased a new winter coat. He went by the expensive cashmeres that were a little more than our budget called for. The salesman, noting this, steered him over to the cheaper imitations, and my husband said that when he earned a cashmere coat he would buy one. I tried to explain to this boy that he had not earned a coat of this value. Unfortunately, he wanted the coat too much, and we subsequently dropped him from school because of excessive absenteeism.

There are days that do not at the time seem rewarding; however, the majority are filled with a real feeling of accomplishment. My three years of teaching have altered my life for the better. I'm a more tolerant and understanding person. I feel enlightened and find in myself that helping others is more satisfying than shopping for clothes and lunching with the girls. The latter is still a part of my life, of course, but only a part and now does not occupy the same amount of space it once did.

I have found joy in a football player understanding lines from "Ode to a Nightingale" and have seen real sadness in the eyes of some students at the ending of Hardy's *Tess of the D'Ubervilles.* These emotions are the same in a suburban school as an inner-city school. They are not exclusive to color or income bracket. They are real human emotions a teacher can bring her students to feel if she is excited about her subject. And when friends at parties asked me what "they" are really like, I'm afraid I only disappointed them by making *them* feel self-conscious at even asking the question. I even found it slightly amusing when people looked at me oddly because I was taking a few students Christmas shopping in a large department store. I do, however, still find trouble recommending Dick Gregory's popular book *Nigger* in class. At least this year I could say it, and the kids laughed at my obviously self-conscious pronunciation of it.

I am far from the best teacher, but I have sincerely tried to grow and learn in my new profession. I have learned to love my work and my students. They make me happy when I present a good lesson, and they let me know when it is a bad one. I have become a better wife, I listen more to my friends, get more out of each day, and most important: I am happy with myself and my life. I feel I am really just beginning to learn about myself. And I'm sure my teaching techniques have a long way to go, which is evidenced by the boy who after a full year of English with me said, "Mrs. Chapman, you is the best teacher ah got."

What Administrators Say about Beginners

HOWARD C. SEYMOUR AND ASSOCIATES

In the two foregoing papers and in others presented later on, beginning teachers tell of their new professional world—how it looked and reacted to them, and how they reacted to it. This world of the teaching novice includes, of course, school administrators of various kinds and at different levels. These administrators also look at the beginning teachers on their staffs; they draw conclusions about them; and they make decisions on the basis of what they see or of what they think about what they see. Hence, it seemed proper to include among these essays at least one report on beginning teachers as seen from the administrator's position.

To this end, we asked a group of administrators, all from the same school system, to discuss the beginning teachers they have worked with in that system and to make such comments and recommendations as their experiences suggest. What follows is a transcription of a conversation that Howard Seymour, superintendent of high schools in Phoenix, Arizona, had with a representative group of his administrative associates toward the end of the last school year.

In addition to Mr. Seymour, the discussion group included:

John C. Waters, assistant superintendent for instruction
John A. Black, principal, Camelback High School
Charles M. Burton, principal, Alhambra High School
Milton A. Jones, associate principal, Central High School
George F. Dunn, business education consultant
Harley King, chairman, business education department, Alhambra High School
Neal D. Nichols, reading teacher, Central High School.

Seymour: Let us define the beginning teacher as one who has just completed his first year—in other words, one who has been in the school system for approximately 180-185 school days. Now let's take the first question: What difficulties do we observe about beginning teachers in their first year in our school system, the Phoenix Union High School System.

Waters: I think it should be pointed out at the very outset in our discussion that the kinds of problems encountered by first year teachers in this high school system are no doubt significantly different from those which are encountered by first year teachers in the typical or average community of fifteen to twenty thousand people. Phoenix is a community of over one-half million population. We have in our school system ten high schools of approximately 2,800 students each. There are about 1,200 certificated people or classroom teachers in our school system.

A newcomer to us is confronted with the problem of becoming oriented or integrated into a large city school system in which he deals not only with many fellow classroom teachers but with many more personalities, I suspect, than in an average secondary school. The principal in our schools is the one who bears the prime responsibility as the instructional leader. We have an associate principal, as you know, who is primarily the administrative officer. We have departments that range in size from two or three teachers in the smaller subject matter areas to as many as 30 to 35 in the larger, with department chairmen in each subject matter area. I think it is important to note also that we are fortunate in having supervisory help at the district level in each major subject. The new teacher, then, is confronted really with relating to and working with the principals, the department chairmen, a subject matter supervisor or consultant, his colleagues on the teaching staff, and a peer group in his own department. So I think, at the very outset, it is quite important to see this background for the discussion we are about to have.

Seymour: In this frame of reference, then, what do we note about beginning teachers in their first year in this school system? Let us structure this just a bit and talk first about curriculum.

Black: We might point out that the Phoenix Union High School System ordinarily hires teachers with a master's degree. These teachers probably come to our system better prepared than the teachers in the average system. So we might anticipate that they would have less trouble adjusting to our curriculum than they might in some other school system. This doesn't mean that they would not have any problems adjusting to the curriculum, because they are usually thrown into it late in August and have very little time to adjust themselves to the particular offering in their school before they actually start teaching.

Waters: In this regard, in addition to a master's degree we are also concerned that new teachers have more than the minimum number of hours in one major area of teaching. We are anxious that our new teachers have at least two teaching areas—a major and a minor. But notwithstanding all this, I am compelled to make reference to the fact that there are problems in finding teachers who are adequately prepared in meeting a youngster's needs in the inner city, teachers who are able to relate to and understand the inner-city child. I feel this is one problem area for our first year people.

Burton: We do seem to have an opportunity now that in former years we didn't have. We are employing teachers quite early in the year now, and quite often they go to summer school or to institutes in order to prepare themselves for inner-city teaching after conferring with us about the responsibilities they will have.

Seymour: Is there any way that beginning teachers can become acquainted with the general sequence of subject matter they are expected to cover? Does this present difficulty at all in connection with their first year?

King: I can comment on that from personal experience as a department chairman. Early in the calendar year before the current year is out, teachers contracted for the following term are invited to attend a departmental luncheon to help them get acquainted with their prospective colleagues who then try to help them prepare for the particular assignments which they have been given for the coming fall. In that way, they receive textbooks, an outline of courses, and other information. This helps.

Seymour: Do we have available for every new teacher, do they get in advance, a course of study or syllabus once they know what subjects they're going to teach, Mr. King?

King: Yes, we always give our new teachers numerous materials concerned with the workings of the system, its structure, and how they're to approach a particular problem of their own. I always try to send them a schedule of the courses they will teach, the curriculum offerings in our department, and the sequence of subjects.

Nichols: I think, when it comes to subject matter preparation, the beginning teacher, 1968–69 variety, is probably well prepared; but I am most concerned about the preparation of teachers in the areas of the curriculum that affect what Mr. Waters has called the inner-city people—the people who are under-privileged, the people who need something other than Shakespeare in an English curriculum or perhaps calculus in the mathematics department. In this particular area, I think the beginning teacher is not adequately prepared. Too many want to be college teachers. They take great pride in their subject matter mastery and are not concerned with adjusting curriculum to human needs, or responding to human factors. These teachers experience difficulty because they are not prepared to deal with the *total* responsibility encountered as a result of being teachers.

Waters: In that respect, it's also appropriate to indicate that regardless of whether one's first-year assignment is in the inner city or in the "silk stocking" section of our own school system, altogether too often the newcomer is given the assignment that the veteran teacher in the department has considered to be the least desirable. This usually means teaching the youngsters in our schools who have the most serious learning difficulties. Ironically, these youngsters are often assigned to the beginning teacher. As a result, where the greatest degree of skill and understanding are required, the least amount is available for that particular assignment.

Black: I want to follow up on what Mr. Nichols has said. Many teachers do come from a deprived area of their home city originally, but by the time they finish their college education they have grown away from their environment. They have lost contact with inner-city problems. I think it is very important that there be some orientation of teachers to the type of community we have.

Perhaps these new teachers could start their employment during the summer so they would have time to tour the community, to visit some of the homes in it, to try to get an understanding of what the community is really like. In addition to that, they might also use some of the alloted time for going over the curriculum, browsing through the library, or just getting acquainted with what is available to them to work with in their classes for the coming year.

Seymour: The next question is relevant to both of the immediately preceding topics: What difficulties do first year teachers have with respect to the handling, taking care of, or controlling the young people assigned to them? Is discipline usually a problem?

Jones: Usually the new teacher has never actually had any experience involving classroom discipline. As a practice teacher, the supervisory teacher takes care of this. In the college classes, they do not have anything more than just a lecture on pupil control. So this first year becomes a real on-the-job training period for them, and it is very difficult for many of the new teachers to know exactly what their procedures should be.

Black: I think this is probably the one area in which new teachers have less security than any other. They realize they have a problem. They haven't had training in what to do and, consequently, they do run into trouble; usually either by being too rigid or by trying to be too friendly with the student and, therefore, being lax in their discipline. Many new teachers will try to solve their problems by using school marks to take care of discipline situations. It may perfectly well be that effective discipline is achieved only as a teacher matures in his new position.

Seymour: How do you find out that the teacher is in trouble in the control of his or her classroom?

Jones: Frequently, you hear about this by the grapevine—from a neighboring teacher, sometimes from the students, sometimes from the custodian regarding the appearance of the classroom. The neighboring teachers may overhear something or see something going on.

Waters: I think it would be ideal if the first year teacher having discipline problems would feel accepted and secure enough to come to his immediate supervisor and indicate the difficulties he is having.

Seymour: When we hear by the grapevine, as Mr. Jones has pointed out, that a teacher needs help, how do we help that teacher who does not request it?

Nichols: I am not particularly happy about the "grapevine" approach myself, because it leads to all kinds of problems. You don't need to worry about the grapevine information if there is frequent enough visitation so you can get a genuine feeling for what is going on. It seems to me that we should have a pattern of frequent visitations by administrators, supervisors, and department heads so that the idea of someone's being inside the beginning teacher's classroom is not a foreign or unusual experience, but a very common one. Dropping in, looking things over, chatting about it afterwards is a must—not just twice a year, but many times a year.

Black: I think this is very true. If you do visit the classroom, become well acquainted with the teacher, and chat with him frequently, he will begin to open up and we will learn about the problems directly from him rather than through the grapevine. I think this is basically the key to helping new teachers who need help but are reluctant to ask for it.

Seymour: Let's turn to problems of classroom management. The modern teacher today has to be a good manager of his own time, as well as of the time of the groups assigned to him. Is there any difficulty that you note for beginning teachers here?

Dunn: I think on the whole teachers are quite well organized. The new teacher many times becomes bogged down with paper work. From visiting teachers, I find sometimes they spend too much time correcting typing papers, for example. They need to be shown how to use their time profitably. *We need to discuss* with them different routines that they might use.

Seymour: How do we know about this?

Dunn: Through their failure to complete assignments, lateness in getting in reports, or their reactions when you ask them to participate in in-service programs. Sometimes it's their own fault. They need help from fellow teachers, from department heads, and from departmental consultants in learning how to economize their time.

Burton: I have found that the department head is the key person in assisting teachers in this area. By the time it might come to the attention of the principal, the beginning teacher is already bogged down. The department chairman who is interested in his teachers and who is watching and helping them will help prevent this problem of organizing time from happening.

Jones: One of the comments frequently made to me by new teachers is that they are overwhelmed with clerical details that they must master. Too many items are presented in the three to four hours of orientation prior to the opening of school. They are overwhelmed by this operation. We should take more time with this aspect of the tasks to be done and present them in smaller doses.

Waters: I think that the comments that have been made by both Mr. Dunn and Mr. Jones point up the need that we have in the profession, both generally and certainly locally, to talk about effective classroom teaching and to define it as nearly as we can in behavioral terms. We need to do it in moments when we're not faced with a crisis. This definition of effective teaching should be worked out by administrators, those who bear the responsibility for the instructional program, and teachers who are on the front line of producing, so that early in the experience of the first year teacher he is helped to understand what the school district expects from its teachers.

Jones: Beginning teachers make the comment to me that the training institutions do not prepare them in any way for their management functions. They are really not aware of many of the things that must be done in the various schools. They are taught teaching techniques, they are taught about the curriculum, but they are not taught much about management of their time.

King: I should like to mention interruptions. Maybe these ought not to occur, but they do. A beginning teacher may have a lesson planned methodically down to the last minute; he may handle all of the paper work, know his subject matter, and present his lesson well. Something interrupts the sequence. How to deal with this has to be learned on the job. The department chairman can help a great deal by counseling with the teacher and, at the same time, alerting the administration to the importance of reducing interruptions.

Burton: Another problem the new teacher encounters without preparation is meeting with parents to talk with them about their child's problem. They have not had sufficient experience and they need sympathetic assistance from department chairmen, or maybe from another teacher, when this occurs. Perhaps we should conduct several seminars on this subject.

Seymour: Let's take a look at another area that is important—this matter of pupil guidance. Are there any difficulties here which the beginning teacher encounters?

King: I have had beginning teachers say that they really didn't know that they were expected to counsel students. They feel that their job is to present the subject matter in such a manner that it will be mastered. It takes them a full year to discover that they are supposed to counsel their students individually and to help them with their personal as well as academic problems and difficulties.

Nichols: This failure to realize that a teacher must deal with the whole student goes back to what I mentioned before, and is the result of our emphasis on teaching subject matter and the idea that if you dispense certain information to certain minds you are a successful teacher. We may as well be frank about it; there are many beginning teachers who really believe they have only one job to do and that is to teach their subject. Frankly, they are not concerned with the private or even the school life of the students outside the classroom. They simply aren't concerned. They haven't been oriented that way. This makes their first-year adjustment a difficult one.

Dunn: I think that Mr. King's department presents a good example. At least one time during the year, his teachers are required to confer with each student and to work with him as to what his sequence of subjects should be if he wishes to stay in the business education program. I think our teachers, especially our new teachers, must learn that each has a much greater responsibility than just teaching subject matter.

Seymour: Related to the matter of teacher-student relationships, Mr. Waters, you referred earlier to the complexity of our particular school system. What about the beginning teacher's relationship to administrators or supervisors, consultants and directors, assistant superintendents, superintendents, and the Board of Education in a large school system?

Waters: I think we're in a fortunate position in a school system the size of ours in having many, many sources of help for teachers—for beginning teachers particularly. Again I say, the greatest thing we can hope for is to create the kind of atmosphere in which the newcomer recognizes the value of all of the sources of help which are available to him on the one hand, and has the willingness on his part to call on these people when there is a need.

Seymour: Have any of you ever encountered a note of concern in the beginning teacher that he has too much supervision in a large organization, that he can't lead his own life, can't teach his own way because there are so many people looking over his shoulder?

Waters: No, I don't hear this. More frequently, the newcomer is afraid to ask for the help of those available because doing so would be an admission of a shortcoming on his part. There's more of a tendency to try to "go it alone."

Nichols: The beginning teacher often is looking for someone to go to, to confer with, to be honest with, and not someone to whom he must give answers which he thinks that person wants. He wants to be able to go across the hall and tell that teacher or that supervisor in all honesty, "I don't know what is going on. I don't know what they mean." We keep skirting a definite problem: the beginning teacher has no tenure, he is being evaluated rather closely, and everything that happens to him often is within this context. I don't know how we can discuss a beginning teacher and his relationships to the administrative-supervisory personnel without mentioning the fact that he is painfully aware that he is going to be evaluated for further employment or termination.

King: All of us work better with a word of encouragement, and I feel it is up to the department chairman to drop in on his new teacher. I do mean frequently—two or three times a week, maybe more, just to ask how things are going, to comment on a fine bulletin board, to ask questions: "Are you having any difficulties I can help you with?" "Are any particular students giving you trouble?" In this way he tends to draw out the beginning teacher and let him talk about his teaching problems.

Seymour: Is it true that possibly the department head, because he or she is the closest one to the beginning teacher, might be in a better position perhaps than the principal, or even the city-wide subject matter consultant, in gaining the confidence of the beginning teacher?

King: I think so. I have had some beginning teachers tell me that they were scared of me for a few weeks. I could never understand that. I think that all beginning teachers, without exception, are eager. They are enthusiastic, they want to do the right thing, but they are often afraid. I found that they are eager to correct their mistakes. Yes, I think it is true that the department chairman is in a better position to gain the confidence of the beginning teacher, because he in most cases interviewed the beginning teacher when the teacher was hired. In our school, the principal is very gracious to call in a department chairman every time a teacher is hired. Therefore, the department chairman gets to know the beginning teacher or the applicant before the contract is even issued. This helps a great deal.

Burton: There are some other people on the campus with whom the beginning teachers don't get acquainted soon enough, I think —for example, our counselors.

Nichols: There is a need, in my judgment, to separate formal from informal procedures when considering a beginning teacher's relationship to those who are in a position to help him. A teacher will let loose in an informal situation. For this reason there ought to be opportunity for this kind of talk: in a lounge in the cafeteria, or at a social gathering. A new teacher needs the kind of situation where he can feel that what he says will not be carefully and formally recorded. The supervisor must respect this if he is to gain the confidence of the beginning teacher.

Seymour: Is it not important, too, in connection with some of the remarks just made, that in some way we make known to the beginning teacher the roles of the principal, associate principal, counselor, and if you will, the role of the teachers' organization?

Black: I think it's very difficult for people in supervisory roles to understand why they're a threat to the person they supervise.

We don't feel that we're a threat to those people, yet apparently we are. I think informal meetings with these people can help to dispel their fears. Just talking with people as they come by, or talking with them at basketball games, football games, just outside the classroom, or in the cafeteria helps. I think that this fear is broken down by frequent contact in pleasant situations. We must work at this. We must make sure that the new teacher feels secure.

King: With your permission, I want to relate briefly an actual incident that happened three years ago. A beginning teacher came to my office one afternoon in tears. I asked what her problem was and she said there was one girl in her typing class who wouldn't respond. When this teacher had questioned the girl, her reply was, "Well, if you really want to know, I'm bored." The beginning teacher had never accepted the fact that there might be a student whom she couldn't teach or to whom she couldn't get through. This shock of realization brought on a deluge of tears, causing the teacher to leave the classroom posthaste. I felt very complimented that she felt free to come to talk with me about it. I think sometimes we forget that beginning teachers, even though enthusiastic and optimistic, must be prepared to accept their failures. They cannot reach every child.

Seymour: This brings up an extremely interesting, provocative idea regarding the question of method. You've alluded to it, Mr. King, in this business of boredom. Are there problems with respect to methods of instruction that you see in your contacts with beginning teachers?

Burton: I'd just like to throw in an orchid or two. I believe that teachers trained during the last few years are much better prepared to inspire students, to do the sort of teaching that is interesting, adventurous, exciting.

Waters: What you have said is partly true. I wonder, however, how many of these young teachers have had rich, broad experience before they enter their first full year of service. Traditional practice teaching, which is offered on a limited basis for them in the senior year and which covers something far less than the total spectrum of teaching activities, has really not given them the pre-service kind of background and training to equip them with the versatility to which you've alluded.

Burton: I didn't intend to imply that these teachers had reached the ultimate of effectiveness. I still say, however, that in general the teachers most recently employed at my school have been better trained in techniques. They seem to come to us with a rich variety of teaching methods.

Jones: In talking with several new teachers over the last few years (specifically with teachers who have had the opportunity during their senior year in college to work part time as ground duty supervisors in high schools), I have heard them say that this supervision assignment in high schools did far more for them than some of their practice teaching, because they were alone, on their own, dealing with students.

Seymour: Let's return for a moment to the new or beginning teacher's adaptation to the community. What difficulties, if any, do these teachers encounter in coming to Phoenix?

Black: I think we need to consider the fact that the young women who come to us as beginning teachers are more often married than they used to be. Very often these first-year teachers will have youngsters when they come to work for us. The husband is usually wrapped up in his work; he makes friends quickly. It's different for the wife. She is home with the children when she is not at school. It's very difficult for her to get out, and this is often a source of unhappiness. We have lost first year teachers because of this. It's a real problem. We probably need to make more of an effort to help her adjust to the community.

Seymour: Are there teachers who find difficulty in getting acquainted in a new community the size of the Phoenix area with its 750,000 inhabitants? Are there difficulties found by that new teacher who comes to us from Kansas, Manatoba, or the Hawaiian Islands?

Jones: Yes, I think there are. A big city forces anonymity upon newcomers. The new teacher needs to feel a part of some organization other than his school. He needs a variety of activities. The outside community is not always aware of him, is not aware that he is new. We have had teachers comment as they leave us that Phoenix is a cold community. I'm sure that this is the case in other large cities, too.

Waters: I'm sure that, in terms of both the school system and the profession, we fall considerably short of what we should be doing for our new colleagues immediately upon their arrival. Maybe the kind of assistance needed would be locating housing for them, accepting the responsibility for integrating them into a particular section of the community where they decide to locate, putting them in contact with other members of the teaching staff in their own schools, and identifying for them the community resources which might be of interest and concern to them.

Jones: Many of these people have never had any experience in being away from home and don't know where or how to go about finding something to belong to outside of the teaching profession.

Seymour: Mr. Burton, you mentioned a few moments ago the question of relationship to parents. Do you find our new beginning teachers having trouble in knowing how to deal with problems of pupil adjustment which involve the parents?

Burton: Yes, beginning teachers do feel quite apprehensive the first time a parent asks to talk with them. They need to be prepared for the protesting parent, and they need the full support of the administration at this point.

Jones: What they really need is a preparatory meeting, possibly with the supervisor, department head, or administrator to go over what might be expected in this type of a meeting with parents so that they will be somewhat forewarned.

Waters: I suspect beginning teachers have a tendency to be defensive in a parent conference. I think personal confrontation is a challenge for all of us, particularly teachers. We need to develop the ability to listen and to do it patiently and courteously, without assuming a posture of defensiveness on whatever it is the parent may have come to the school to talk about.

Burton: One procedure that I think is rather common among high schools is to have an open house near the beginning of the school year. The new teacher at that time meets and talks with parents. This is a sort of an initiation for them.

Seymour: Are you implying that we ought not to wait until there is difficulty before we teach the novice teacher how to interview parents?

Burton: Yes.

Seymour: Do any of you wish to make any comments about the relationship of the new teacher to the teachers who have been in the harness for some time?

Jones: Yes. The new teacher will comment that if it hadn't been for a certain veteran teacher he probably never would have made it through the year. They are referring possibly to the teacher in the next room, maybe to the department head, maybe to a coach met during the lunch hour—someone along the line to whom they felt close enough to confide in.

Seymour: Conversely, how do the older teachers accept the newer teacher?

Nichols: A new teacher with some innovations in mind and with great enthusiasm and optimism occasionally threatens some of the older teachers to the point where the beginner is really resented. Also, if the new teacher gets a little better assignment, the older teacher may resent this. Somewhere in teacher training, something should be said and done regarding the manner in which a beginner should bring in new ideas. It is possible that in some situations the beginning teacher may not be able to innovate as much or as fast as he would like.

Seymour: Mr. Nichols, you are an active officer in your teacher organization. Do teacher organizations have any responsibility in this regard?

Nichols: Absolutely. However, in the past, they have assumed very little responsibility for helping new teachers. In the future, I hope they will.

Burton: My campus committee meets next week to do this very sort of thing on their own time.

Waters: I think we are all hopeful that out of the "new look" in the school picture, which is the result of negotiations, some outcomes that are emerging will really be positive contributions to the whole teaching profession.

Seymour: In summary, what important points do we need to emphasize?

Nichols: I think the first year teacher is fundamentally concerned with his own image. He wants to know how well he is doing. He needs to know where he stands. It's most important for administrators and supervisors to reassure him if he is doing well and to point out ways of improvement if he is having trouble.

Dunn: We've talked a great deal about the new teacher, his insecurity, his feeling of inadequacy at the beginning of the year. The potentially promising teacher is one that gives evidence of increased sophistication as the year progresses. It is, therefore, extremely important that the new teacher be observed often and that ample opportunity be offered him for conference.

Jones: I've had some new teachers comment at the close of their first year that they wished that the various resources available to them in our district had been made known to them so that they could have used them to a greater degree.

King: That ties in with a point I was going to make that, if at all possible, we should have a longer period of time for orientation for beginning teachers at the beginning of the year. All at once they are deluged with manuals, policy books, and paper work. We give them their schedule; then all at once—bang!—there is a room full of students that they have to cope with. If we could have this orientation stretched out into more than one day or two days or three days, I think that would help a beginning teacher a great deal—and the older ones also.

Burton: One thing which would give new teachers a feeling of belonging would be to encourage them to make suggestions about the school. They must be made to feel a part of the team.

Black: I'm always impressed by the optimism of beginning teachers at the end of their first year. They usually recognize their errors and they resolve not to make these same mistakes the second year.

Seymour: This discussion certainly has confirmed our belief that we need to do a far better job of assisting beginning teachers with the problems they encounter during their first year of teaching. Thank you very much.

BEGINNING TO TEACH

II

New Patterns of Induction

McGINNIS

GRAHAM

NODA

Central to the effectiveness of New York State's experimental teacher induction project are master teachers/team leaders. The State Education Department is financing summer training sessions for them and also funding the hiring of substitute teachers during the school year to free time of master teachers to work with the beginners on their teams.

The Beginning Teacher Project in New York State

CECELIA McGINNIS

NEW YORK State's program for assistance to beginning teachers is the result of the felicitous combination of some ideas of Dr. Vincent Gazzetta, chief of the Bureau of Inservice Education in the State Education Department, and those coming from the clinical team approach for use with student teachers devised by Professors John Readling and Vincent Barone, who are on the faculty at the State University College at Oswego.

The program was designed to aid first year teachers in overcoming some of the difficulties of their first-year service and in becoming full-fledged members of the teaching profession.

In brief, the program consists of training a master teacher chosen by the district to aid first year teachers in a team situation. The New York State Department of Education, in addition to financing the summer training session, also has provided money for substitute teachers in order to release the master teacher for team sessions.

During the 1967-68 school year, the program involved 7 school districts, 20 master teachers and 20 schools giving assistance to

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127 beginning teachers in those schools. In the 1968-69 school year, the program will involve 10 school districts, still 20 master teachers and 20 schools, giving assistance to possibly 200 beginning teachers, since it has been found that the number on teams could be increased without any loss of effectiveness.

The summer training of the master teacher, or team leader as he will be known hereafter, is a vital factor in the program. Nominated by his administrator, he is a member of the school faculty who has demonstrated a readiness to do something different, something experimental, who is willing to help beginning teachers with their problems, and is someone who is *not* serving in an administrative capacity. He must be willing to take training in the process of team supervision and must be willing to analyze his own teaching via video tape during the summer session, as well as by live teaching during the school year.

The six-weeks' summer training, which takes place on the Oswego campus under the guidance and teaching of Professors Readling and Barone, carries six hours of graduate credit. The courses cover interaction analysis, sensitivity training, demonstration, observation and post-analysis of teaching, and the whole process of team supervision, known as "cycling." Team leaders receive a thorough grounding in Flanders and Amidon's *Interaction Analysis;* Mager's *Preparing Instructional Objectives;* Bloom and Krathwohl's *Taxonomies, Cognitive and Affective Domains;* and in the works and philosophies of Taba, Withall, and Woodruff.

Two elementary team leaders and two secondary team leaders are chosen from each participating district, and when they return to their respective schools in the fall, they are assigned a team of four or five beginning teachers who have expressed a willingness to be a part of a team. Sometimes, where there are more new teachers than can be assigned to teams, a team leader is simply assigned those beginning teachers who have the same free period. In this way, quite by accident, a control group is available.

Each school district works out its own schedule as best fits its needs, but for each master teacher/team leader, a district receives $1500 a year to use for substitutes' pay. How it wishes to use this money is again a decision of the district and team leaders. Some districts used it to release the team leader and beginning teachers from part of their normal load. Some used it for half-day substitutes to release the entire team for cycling. Some didn't need to use it at all, because they were able to use paraprofessionals assigned to the school; and one ingenious team leader, Philip Kane of Fulton High School, inaugurated a "Teacher of the Week" plan whereby a particular team member could be visited and observed in teaching by other members of the team during any of their free periods. This, coupled with an analysis session during released religious time, effectively provided the time for all members of the team without loss of class time or need for substitutes. This plan could serve as a model for any school which seriously wanted to provide help for its beginning teachers throughout their entire first year without the need for expenditure of money, the hiring of substitutes, or any lost class time. All it needs is a bright, able master teacher committed to helping beginning teachers.

For the first month or two of the school year, the team functions best as a place to discuss problems without fear. The team leader functions best at this critical time as an orientation leader, as a practical helpmate, as a "crying shoulder," as a confidant.

Without Fear

This phrase "without fear" is a key phrase. The program is based upon the premise that the privacy of the team is inviolate. Each administrator must respect the rights of the teams to carry on their meetings, observations, and analyses in private, without any report of any kind. No department chairmen nor supervisory personnel are allowed to participate. Thus, the beginning teacher is free to discuss any problem of any kind; he is free to ask for help in any area; he feels free to ask other team members to visit his "difficult" class, knowing that no report or information will go any farther than the team itself.

After the first month, when the beginning teacher feels more secure, the "cycling" or clinical team analysis process can begin. The team leader suggests that the team come in to observe one of his classes. Immediately before the visit he meets with the team, gives them a sheet containing his objectives in terms of the students, what he expects the students will have accomplished by the end of the period, and how he expects to determine this. He will also ask each beginning teacher to collect and record data relating to the lesson to be taught and the needs of the teacher.

For instance, if a beginning teacher has enough background and knowledge to record data according to a Flanders matrix, the team leader may ask that this be done. Another beginning teacher may simply be asked to record questions so that an analysis of types of questions may be made. Another one might simply be asked to record pupil-to-pupil questions and answers; another might be asked to report on nervous mannerisms of the team leader, to record according to a seating chart whether all students participated in discussions, whether pupils' answers were audible, or whether pupils engaged in extraneous activities. The decision of what data will be collected rests primarily with the teacher observed.

As soon as possible after the lesson, the team meets without the teacher to analyze and organize the data collected. The team plans the strategy by which the information will be shared with the teacher. It was at this point that we encountered our first big problem as far as the team was concerned. Beginning teachers tended to put a value judgment on data, rather than simply recording and presenting the raw data to the team leader.

Toward Self-Analysis

The next step in the cycling process is called the "feedback." At this time in the session, the demonstration teacher enters the meeting and is presented the data. He is given an opportunity to react to it. He then has a chance to interact with the other members of the team in a self-analytic manner. Again at this time, team members should be reminded that they are not evaluators; they are recorders. The premise is that the teacher may see, through the data and as objectively as possible, just what happened in the classroom.

After the team leader has given a demonstration lesson and has been "cycled on," as the phrase goes, it is hoped that each beginning teacher in turn will have the same experience. This is something which cannot be forced. It must be voluntary. However, in our experience this year, in only a few cases has a beginning teacher felt threatened enough to refuse the "cycling" experience, and in no case has the issue been pressed.

At the end of the first year's experiment in assistance to beginning teachers, we have made five major generalizations:

1. The program seems to have great potential and should be part of a sequential process, either in this form or in other forms, from methods courses through student teaching and first-year teaching.
2. Programs work best in those schools where the building principal gives support and encouragement but does not interfere.
3. The desire of beginning teachers (and some leaders) to inject value judgments into the collecting and giving of data should be checked promptly. This point was made strongly in the training program; nevertheless, unelicited value judgments are occurring with enough regularity to be disturbing.
4. The therapeutic value of the team's providing for a place to discuss problems, air grievances, and generally unburden themselves may be one of its best features at the very beginning of the school year.
5. Cycling should come gradually, should be completely voluntary, and should not be attempted when beginning teachers are apprehensive.

From Isolation

The program is experimental. It is in the process of evaluation. Teachers who have been involved in the program to date, however, have been enthusiastic about what it has done for them in terms of new insights, self-improvement, and increased job satisfaction. Because of the special emotional overtones and its quasi-therapeutic nature, it has received strong praise from teams who have had even a moderate degree of success. It is difficult to verbalize what it is that happens to people who work in a new, complex, social relationship that just has not been a part of their previous experience. The average teacher, traditionally isolated through most of the day in his island classroom, enters a new world of experience through team supervision. We have seen what team supervision has meant to the vast majority of its participants, and their positive expressions are the basis for further experimentation with the program and our prognosis for its success.

This program is not designed to replace the regular supervisory visits of department chairmen or administrative supervisors to beginning teachers. It does not primarily concern itself with content areas. It was conceived with the idea of helping beginning teachers in their first, very difficult year, thus eliminating some of the turnover and drop-out rate of beginning teachers.

Nowhere in the educational world are teacher preparation and teacher induction more thoughtfully and carefully articulated than in the program sponsored by the Teacher Corps. The Corps does focus on developing teachers for a particular kind of environment, but what it is learning in this setting is translatable to other conditions under which teachers make their initial contacts with their profession.

The Teacher Corps:

One Place to Begin

RICHARD GRAHAM

"ON THE first day of school, the children had not broken any windows, smashed any desks, or ripped up any books. But they had decided that they were not going to act as though I were their teacher until I had given them some indication that I knew how to teach. And I did not know what books to use, how to pronounce some of their names, what to put on the bulletin boards, what to do with the four children who spoke only Spanish, or how to make my handwriting on the blackboard anything more than an illegible scrawl."

These are the words of a beginning teacher—a man—in a New York City school. He is in a school where a beginning teacher must land on his feet the first day and stay that way in order to make it. Not enough of them do. So they transfer out after one year, sometimes before the end of that year, to a school where they know they can succeed. Turnover rates in the most hard-pressed schools in our nation, the schools which most need competent teachers with staying power, run between 30 and 50 percent per year.

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One superintendent, in San Diego, has stated, "All of us are having difficulty keeping the most able, the most competent teachers within the target areas of deprivation. Requests for transfers out of these areas [are], in our district, four or five times the number of those who request transfers in. In fact, it is hard to get people to go into those areas. There is a need [to stimulate] . . . people with [the requisite] understandings and attitudes . . . to go into these schools."

Urban and Rural Teaching

The beginning teacher in America today is *not* being effectively prepared to cope with the educational problems of children coming from low-income homes, or homes with a very different cultural pattern than the one we label "American." Neither is he ready for the over-burdened, frequently understaffed educational systems—urban and rural—where most of these children are found.

This lack of preparation was comic in *Up the Down Staircase,* but the real results aren't. Only 19 percent of all prospective teachers graduating in 1966 were willing to teach in large city school systems or rural areas. I don't think this reflects any overt prejudice on the part of the 80 percent who preferred surburban schools; they simply know that they have not been trained to do the city or rural job.

Curriculum supervisors, released time for planning, assistance in and out of the classroom, kids who've had parents for teachers since birth—all these things lure the beginning teacher, for they guarantee that he will do his job better. And good teachers, above all, want to teach well.

In the words of the beginning teacher quoted above, "By the third day in the classroom, I was losing a war that I had not even thought I would have to fight. I was overtired, emotionally drained, and desperately trying to survive until the weekend when I could regain my perspective and figure out what was going wrong."

Teaching kids who aren't programed to learn what you're teaching is a tough job. These kids need *good* teachers, teachers who know that these kids *can* learn and who know how to help them.

The principal's predicament is clear. The prospective teachers he must hire to fill vacant positions have for four years run a gauntlet of standard courses at a university, and then spent eight weeks in the classroom of one teacher in a "good school," trying only to figure out the secrets of disciplining a class. Schools in disadvantaged areas usually find it harder to give good supervision to beginning teachers. So they are swallowed by the classrooms at the first of September, reappear shaken in June, and too often, disappear from the scene. So the principal must start all over again with a new, green crew.

A New Breed

The Teacher Corps has been asked by school systems to help with this problem of the beginning teacher in disadvantaged areas. For the past two years, fifty programs across the nation jointly operated by universities and local school systems have been trying to create a "new breed" of beginning teacher—one who will land on his feet the first day, and stay that way.

In doing so, a lot of myths have been destroyed. The first is that "you just can't get good teachers to teach in *those* schools." Twenty-five thousand applicants have applied to Teachers Corps in the past 18 months for training because they want to teach in those schools.

The second myth is that "all a teacher needs to teach these kids is sympathy and understanding." The Teacher Corps applicants know already that this isn't true. They want an even chance to succeed in a career teaching disadvantaged kids, and they know they need special training. They are willing to spend from 14 months to two years, at subsistence pay, working a 60 to 70 hour week, to get that training.

It's no wonder, when you think about it, that so many beginning teachers drop out or find teaching a frustrating and unrewarding job. Two hundred years ago, doctors spent from five to six years studying Latin and Greek. It wasn't considered necessary to see live patients—until one began practice. The mortality rates in those days were pretty high. Since 99 percent of those 180,000 new teachers we turn out each year have a mere eight weeks with "the patients" and then *only* in large groups of 30, is it any wonder that the mortality rate of students in inner-city schools is pretty high? Or that new teachers don't want to stay in schools where the children exhibit symptoms that they're not trained to diagnose?

Most teachers now teaching disadvantaged children do have sympathy for them. They realize the effects of impoverished home life. They know the future of these kids looks bleak. But many of them don't know how to get to these kids, or how to help them learn.

Prerequisites for Effective Teaching

Just having your heart in the right place won't help a ten-year-old read—if he hasn't learned yet. You need something more, such as experience with other ten-year-olds who have difficulty and contact with good master teachers (not just one, but several) who have different techniques, methods, and styles. A teacher needs the chance to observe children closely, one or two at a time, as they learn or fail to learn a skill or a concept. And he needs time—time to talk to students outside school as well as inside, to learn how to establish human contact with them, so they will respond to what he's saying and not turn him off. The Teacher Corps internship provides these things that beginning teachers just don't have: first-hand experience, practical knowledge from old hands, clinical observation in real settings, and time—two years of it.

The Teacher Corps was established by Congress late in 1965 as a national program to prepare inexperienced college graduates for a career of teaching disadvantaged children. At that time, only a handful of universities—Syracuse, Antioch, Hunter College, and a few others—were actively training teachers for urban teaching. None were directly concerned with the problems of teaching rural, Mexican-American, or Indian children.

Development of the Corps

The Corps was formed by a marriage of two separate bills. One, introduced by Senator Gaylord Nelson, was modeled on the Cardozo Peace Corps Program in Urban Teaching, an internship for returned Peace Corps Volunteers in the Washington, D.C., public schools. The second, sponsored by Senator Edward Kennedy, sought to create a corps of experienced teachers who could go into disadvantaged areas to teach one or two years. The backing of President Johnson and some compromising brought about the Teacher Corps. In the final version, each team of inexperienced college graduates, who were not to be education majors, would be led by an experienced teacher. The interns would study for degrees in education while they served as a team in a public school. The programs would be funded by the federal government, but operated by a university qualified to provide teacher training and by one or more local districts with large percentages of children from disadvantaged homes. In 1967 amendments to the basic legislation further emphasized local control.

Since the Corps' first group of interns and team leaders began training in the summer of 1966, some 2,500 college graduates have been involved in fifty programs across the country. After intensive preservice training of eight to ten weeks at the university, training which centers around such innovations in teacher training as microteaching and sensitivity training, the teams begin two years of inservice in the schools and communities which have requested them. Their two-year apprenticeship includes study toward a degree, usually a master's, on-the-job training in the schools, work in community programs, and home visits to parents. At least half the time is spent serving in the schools. It's a tough schedule, and the pay is $75 a week for the interns. Team leaders are paid prevailing salary rates for teachers of their training and experience in the school district, with additional compensation for the extra hours and supervision.

The federal government pays the cost of university training and up to 90 percent of the interns' and team leaders' salaries. The local schools pay the rest.

The real success of the Corps is due to the interns themselves. They're not only young, but most of them are college graduates well-trained in a major field—even those who are teaching in elementary schools. More than half of the interns are men—54 percent in the first two groups of interns. Since a majority of Corps members are teaching at the primary and junior high levels, there are men in schools where there haven't been any—except janitors.

Three Experiences

The Teacher Corps is providing the interns with three experiences most beginning teachers don't have: actual experience teaching disadvantaged children in their regular schools, personal knowledge of the particular disadvantaged community, and relevant university training closely tied to their school experience.

By making on-the-job training central in Teacher Corps, the distinction between an "education major" and a beginning teacher has been blurred. From what I've seen, that's been good. From the moment inservice training begins, the interns are beginning to teach. But it's a special kind of practice teaching. Under the close supervision of the team leader, the interns work first with small groups of children and give individual instruction. They work in the classrooms of regular "cooperating teachers," helping students who need extra attention.

Often, the teams find empty rooms where they can set up a reading workshop or a math workshop, a place where students having difficulty can come for 45 minutes or for a half day. In crowded schools, that's usually next to the boiler room in the basement, but it doesn't hamper the interns' enthusiasm. Special instructional materials, many made by the team, help students overcome learning difficulties and help motivate others who have "tuned out" of their regular classes.

These Teacher Corps "lab" schools are not on university campuses nor in the suburbs. They are in the inner cities and in the heart of rural depressed areas: in Watts; in Hough; in the South and West Sides of Chicago; in Spanish-Harlem; on the Indian Reservation at Macy, Nebraska; in Little Rock, Arkansas; and in 95 percent Mexican-American Ben Bolt, Texas. They are in Hattiesburg, Mississippi; in Embreeville, Tennessee; and in Breathitt County, Kentucky, the heart of Appalachia. Six Teacher Corps teams are working with the children of migrant fruit pickers in the San Fernando Valley in California.

In such Teacher Corps "lab" schools, the teacher-interns meet real-life classroom situations. They see health and nutrition problems first hand. They work with ADC youngsters and unwed mothers. They work with seventh graders who read at the first grade level. They deal with discipline problems and truants long before they get a classroom of their own. And they hear the language of the streets all around them. They get an immediate feel for another culture as it really is.

For them, the cultural shock, if there is one, comes when they are students, not when they stand before their own classes as regular teachers.

More Experience

As the intern progresses, and especially during his second year, he takes over class periods for certain amounts of time, though he never replaces a full-time teacher. A principal of an elementary school in El Paso observed: "These young teachers are getting more experience than the average starting teacher ever gets. This assignment is good for them because they can get acquainted with different grade levels and with the ways of doing things in the classroom and around the school before becoming full-time teachers."

Perhaps the most heartening thing about the two years of Teacher Corps has been the growing enthusiasm of local principals and superintendents. The first year, funding came so late from Congress that few principals got any advance notice from their school superintendent that they would have a team. Many of them, admitting their reservations about the Corps at first, are now asking for more interns.

Sam Spinks, superintendent of the Hattiesburg, Mississippi, Schools, reports: "If anything should happen to the Teacher Corps we would be willing to hire every one of the interns as regular teachers. They are wonderful people."

He continues, "Some of the principals were a little leery in the beginning. But in recent meetings with them I've noticed that every principal with a team in his building now wants them back next year . . . either as interns or as regular faculty members. And the principals that haven't had them yet tell me that they want a team next year."

Confidence and Sensitivity

William Jones, principal of Patrick Henry Junior High School in Cleveland, has told us after two years of observing the interns in his school: "There is no doubt that these interns will have a much greater degree of confidence and sensitivity in dealing with the needs, both basic and educational, of the inner-city child."

We've asked the school systems to include the building principals in the program from the proposal stage on. In some programs the principals have been added to the university staff during the eight to ten weeks of preservice training in order to assist in the formation of teams suited to their particular schools.

One reason for the enthusiasm of most principals may be that the Teacher Corps overcomes the lack of contact between experienced teachers with knowledge and the fledgling teachers who need it most. Every principal in a disadvantaged school can point out good, competent teachers, but there's no easy way for beginning teachers to work with them. There aren't enough free periods, extra rooms, or enough teacher aides to release regular teachers. So the "old hands" have little chance to pass on what they know and little opportunity to share in the excitement and innovation going on in the world of education at the university. But a Teacher Corps team can free the regular teacher for short periods to plan new curriculum or to get university classes, some of which can be brought to the school. It brings a new freedom to the regular staff by making them part of the training team.

Seeds of Innovation

In the words of Bill Jones again, "The Teacher Corps program has created the seeds of innovation and change that have been missing in both new and old teachers who have been afraid, or reluctant, to try new things in education because of the pressure of sticking to the courses of study. The Corps members do not feel this restriction."

Perhaps the most heartening words come from Ruth Williams, principal of Public School 32 in Buffalo, New York: "They bring life to us all."

The second experience that few beginning teachers have is personal knowledge of, and contact with, the community where the children live. If the children's background is much like the teacher's, this lack of experience is not serious. In impoverished communities, urban or rural—where patterns of family life and behavior are often controlled by the lack of money, where outsiders are immediately identified as such and made to feel alien, where the language is not the one the teacher speaks—the lack of first-hand experience can be fatal to the teacher's well-intentioned efforts in the classroom.

So the community becomes a second classroom for Teacher Corps interns. Many local school administrators didn't understand at first why university program directors put such great emphasis on released time for home visits to parents and for work in community programs Some principals at first thought that

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the local PTA meetings would provide sufficient opportunity for the interns to get to know the parents of the children they taught and to win their trust. But the intern sought additional involvement with the parents and community, and their principals find that it makes a difference in the interns' willingness to stay on.

This spring, when Chicago was struck by riots, Teacher Corps interns worked all that weekend to bring food and clothing to "their kids" and families which had been cut off from other relief efforts for four days. The interns and team leaders could walk those streets—because they were known.

Learning Centers

In Indianapolis, Pittsburgh, and New York City, interns are running storefront learning centers where students, and dropouts, can come for help after school.

In the migrant communities in California's San Fernando Valley, parents work 12 hours in the fields every day. Many will not come to the schools out of shame for their work clothes and poverty. Corps members are trying to reach these parents, for unless they do, there is little hope that the children can be encouraged to stay in school.

In isolated hollers of Appalachia, community involvement takes a different path. An educated person, even if he is from the area, is suspect. There aren't community centers, recreation programs, or agencies for interns to work in. So interns attend rural churches or try to expand the school program to include community events.

This time spent in the community has become a powerful factor in encouraging interns to stay on as teachers. Even though the first group of interns was recruited entirely from the national pool because there wasn't time for local recruiting, a majority of them are staying on to teach in the school districts where they interned.

Teacher Corps interns spend about twenty-five percent of their time taking courses toward a degree in education and toward state teacher certification. Most interns are studying for a master's, though this year the first undergraduates have been admitted to three of the Teacher Corps' forty-five programs.

It's in the ivory tower that the greatest revolution has taken place. All courses still may not be "relevant" to what's going on in the schools, but Corps members have made sure that their professors, deans, and Teacher Corps Washington are very aware of that fact.

Revision of Teacher Education

Leon Osview, assistant dean of the College of Education at Temple University, has described well the impact on his ivory tower. "What we are doing at the college is learning from the Teacher Corps. Oh, we are teaching. . . . But more than that, *we are learning*. . . . We are even now planning to revise our total undergraduate and graduate teacher education program [to include] the kinds of things we are learning about involving potential teachers with people in the community . . . [and] with other teachers in the school . . . , [and] about giving these people an opportunity to use their own creative abilities and intelligences instead of constantly telling them precisely what it is that they ought to do so that they can be made in our mold. [The Teacher Corps] is teaching us what we need to do in teacher education. I think it's very safe to predict that the fringe benefit of the [Teacher Corps] will be to revitalize teacher education throughout the United States."

There is now evidence that the universities will incorporate into their regular teacher education programs the courses and procedures that proved effective in their Teacher Corps programs. The Corps members themselves are affecting the design of their training. They have asked for and received training in individual diagnosis of learning difficulties, courses in minority group history and culture, courses in basic reading instruction for both elementary *and* secondary teachers, and courses concerned wth the effects of a child's social environment on his education, taught by the anthropology department. All these have been outgrowths of Teacher Corps programs.

A survey indicates that 80 percent of the schools of education involved have developed special courses or training methods as a result of Teacher Corps, and a third of them have plans to make these available to regular education students. Several universities are setting up degree programs in urban teaching for regular students, modeled directly on their experience with Teacher Corps.

This year, most programs are offering a large share of the course work "on site"—in the schools during the late afternoon and evening. Also, team leaders and district curriculum supervisors are being increasingly involved in leading seminars on curriculum and methods. Large lecture classes are on the way out. Such innovations as a course in modern mathematics, that included each team's setting up a math "laboratory" in its school for both kids and other teachers, are in.

Diversity of the Corps

The Teacher Corps, because of the local diversity which 50 programs bring to it, is continually changing rather than developing a rigid pattern. This fall, several big city school systems will undertake a new kind of Teacher Corps program. The first year will be a regular Teacher Corps internship. After a second summer of preparation, well-qualified interns who have gained teacher certification and are within nine semester units of their degree will be hired by the schools as first-year teachers. These interns (let's call them "externs") will still receive free graduate study toward their master's degree. They are paid the prevailing rate of a first-year teacher, but the school which hires them agrees to reduce teaching loads, and to continue to release them for community work as in the first year. The team leader continues to supervise his team in their preparations and classroom work.

Not everyone will become an extern the second year, even in those programs that have chosen to try this plan. Some interns may not be ready for full-time teaching. Some principals may want them to continue working more extensively in the community: with parents, with pre-school programs, and with neighborhood tutoring centers. Some may find that they need more study time to complete their graduate work. But many will be ready to take on a teaching job if they are given the support of the team they have worked with in the past and can rely on the experience of a team leader.

We think this is one of the best examples of how federal aid to education can help a local school system and a principal with classrooms and kids begging for teachers solve their problems and maintain quality staffing. It's another example of how local programs are beginning to break the lockstep progression that regular education majors and beginning teachers go through.

The Chicago Teacher Corps Consortium which developed this plan and the other systems that are trying it cannot now afford to meet their regular expenses in education. With headlines that read: "Philadelphia Schools May Close Two Months Early," "Chicago Schools To Sue State for More Money," there obviously aren't funds to pay for the extra teacher to supervise —yet he is desperately needed. But if keeping a team together for the first year of teaching under the supervision of a master teacher produces five career teachers who *can* teach disadvantaged students successfully—not just "keep the class quiet"— and if these five new teachers have every chance of staying on in that school, then this appears to be a good investment and a good example of a local effort largely made possible by federal funds.

Volunteer Teaching-Assistants

There are other needs that Teacher Corps as it is now can't begin to meet. Thousands of young Americans want a chance to serve where they're most needed. Regular teachers want more and better help in the classroom. New legislation has been introduced by Senator Nelson which could meet that need. College graduates, and others who are interested in taking a year out to serve, would be recruited as volunteer teaching-assistants.

They would be trained in an intensive eight-to-thirteen-week preservice period along with regular Teacher Corps interns. They would serve for one school year—longer if they chose—as members of Teacher Corps teams. They would not be working toward certification or a degree, but would spend all their time working in the school and the community. Some of them, after seeing it like it is, will choose to go on to a teaching career, perhaps by switching to a regular internship. But even if most of them continue with other careers, they will have given teachers in our hard-pressed schools a better chance to do the kind of teaching that they are capable of. And, a year or two of service to the schools and communities may become an accepted part of one's education, of growing up. Certainly it provides the right kind of training for future members of school boards and PTA's and perhaps some good insights for future tax payers.

The promise that was made two years ago to the first prospective interns was that they would be prepared for encounter, that before service began they would come to understand what it really means and what they had to offer so that they could make a reasonable decision as to whether or not this was the job for them. The promise was that they would be trained so well that they'd find satisfaction in the job and stick with it at least for a time.

The first graduates have decided nine to one that this *is* the career they want, and 72 percent are teaching disadvantaged children. A majority will stay in the school districts where they interned, often in the same schools. This is in spite of the fact that, because of late funding and the need for a quick start, this entire group was recruited nationally, rather than by local programs, and did not select the areas where they served.

A good example is the group of interns which trained at Catholic University and in the Washington, D.C., public schools. They came from all over the United States. Many of them had planned to return to California. Yet 80 percent are now teaching in the District of Columbia public schools.

Hope for Urban and Rural Schools

These figures provide hope for school principals. There is promise that, if school principals play a major role in initial selection as is now the case, most Teacher Corps graduates will choose to stay in these schools, for they will have been trained on the job, given the chance to master the skills they need in a sequenced, realistic way, and have come to feel at home in the surrounding community.

A director of a Teacher Corps program at a midwest university used standard psychological testing instruments to compare Teacher Corps interns with regular teachers. The interns were rated more independent, more creative, and more willing to challenge established patterns.

I don't know if our public schools are ready for them, but from all I've seen and heard, they are ready for the challenge of teaching the children of America who need them most.

A pilot program to promote the professional development of beginning teachers in Hawaii is a cooperative venture that involves the State Department of Education, the University of Hawaii, and men and women in the schools. The values to all concerned are already apparent.

Beginning Teacher Development in Hawaii

DANIEL S. NODA

A NUMBER of changes have taken place in teacher education in Hawaii within the past few years. A program supported by the Ford Foundation to strengthen the liberal arts preparation of teachers is now eight years old. The University Laboratory Schools have been transformed from a teacher-training institution to an interdisciplinary center for research and demonstration. The College of Education has established and staffed a Field Services Division to coordinate and assist in the placement and supervision of student teachers. These are students in the College of Education who now almost exclusively receive their clinical experience in the public schools of Oahu under the direct supervision of cooperating teachers of the Hawaii State Department of Education.

Perhaps the most extensive change in teacher development has taken place in the induction of the teacher into teaching. Prior to 1966 the induction of the fifth-year student into employment as a teacher was directed by the College of Education

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under its internship program. In this program the fifth-year student, called the intern, spent one semester of teaching in the Department of Education under close supervision by the University for which he received the minimum pay for teachers in the Department and 16 college credits. During the other semester of his fifth year, the intern returned to the University to take college courses, primarily those on the graduate level. This fifth-year program has been modified to include a full year of academic study on campus. In other words, the one semester of clinical experience in the field has been supplanted by an additional semester of academic study.

In September 1966 a pilot program was initiated which incorporated the concept of supervision inherent in the fifth-year intership and recognized the teachers as regular employees of the Department of Education rather than as college students. The Hawaii State Department of Education and the University of Hawaii are jointly implementing this program which is specifically designed to provide supervised induction into employment for the first-year teacher. Thus the program implements on-the-job assistance on a state-wide basis to beginning teachers from Hawaii and elsewhere who are under contract to the Department of Education.

Purpose of the Program

The foremost aim of the program is to assist the beginning teacher in his professional and personal growth at his point of entry into the profession. It is assumed that a program of assistance at this juncture is especially significant, for the beginning teacher generally experiences many problems and develops attitudes and techniques which are likely to affect significantly his future as a teacher. In addition the program is intended to provide the fledgling teacher with a bridge between idealism and realism, between theory and practice, and between the academic setting of the University and the realistic, demanding environment of the classroom. The program makes available to the beginning teacher the services of a supervisor of proven competence, whose function is to render the new teacher sustained, constructive, supportive, and ready assistance. It is believed that such assistance would lead to a profitable and successful year for the beginning teacher, and to the formulation of a solid foundation of teaching based upon his genuine commitment to the profession and to children and youth.

A Joint Enterprise

One of the unique features of the program is its team approach to teacher development, involving the State Department of Education, which hires the teachers, and the University of Hawaii, which prepares a large percentage of them. Both institutions are departments of the state government and, perhaps more significantly, represent the only two agencies that are responsible for public education—elementary, secondary, and higher education. Presently, the Department of Education administers the program and the University of Hawaii provides consultative services.

Financing the Program

For the school year 1966-67, $500,000 was budgeted by the Department of Education to cover the base salary of 55 supervisors. The base salary of the supervisor is determined by the existing salary schedule for teachers. The University of Hawaii underwrote an additional stipend for the supervisors, which amounted to $33,000, or $60 per month for ten months per supervisor. Beginning last school year, 1967-68, the Department of Education has budgeted, under current services, both the base salary and the stipend for the supervisors. The consultants are paid by the University of Hawaii.

Personnel Involved in the Program

A brief statement of the responsibilities of the various individuals directly involved in the program should help to provide a clearer picture of the program.

The principal is responsible for the supervision of all personnel of the school. He is expected to provide assistance for the professional and personal growth of teachers, those on probation and those with tenure. Realistically speaking, however, the principal, because of multiple responsibilities, can provide only minimal supervision of all teachers. In many cases—and especially in the case of beginning teachers, whose needs are generally greater and oftentimes more pressing than those of the more experienced teachers—classroom observations of teachers-in-action and follow-up conferences cannot be conducted on a sustained basis because of the principal's heavy schedule.

Likewise, the vice principal, who has numerous administrative and instructional responsibilities, cannot do justice to the supervisory needs of the entire school personnel.

The grade level or department chairman is not able to provide close guidance to teachers in his department because about 80 percent of his time is devoted to teaching. He is generally responsible for providing leadership in curriculum within his area of specialization and not for the supervision of his colleagues.

The supervisor of the Beginning Teacher Development Program assumes a supplementary role to the principal in supervision of the beginning teachers. The principal can now depend on the supervisor to provide sustained and, if warranted, close supervision of the new teachers. The supervisor, who is an experienced teacher with specialized skills and abilities in supervision, attempts to accelerate the development of teacher talent, remove frustrations that often beset the neophyte, help retain potentially competent teachers, and assist in counseling out those who show very little promise as teachers of children and youth.

The district superintendent and/or his district-staff designee is delegated the responsibility of implementing the program in his district. Under his direction, therefore, are the principals, the supervisors, and the beginning teachers.

Overall direction for the program is given by the superintendent of education. He works with the district superintendents to whom he has delegated the responsibility for the implementation of the program.

The University of Hawaii consultant has directed working relationships with the State and district offices, the principal, and the supervisor, rendering consultative services to upgrade the quality of supervision to personnel engaged in supervisory functions.

The Beginning Teacher

The beginning teacher is a regular employee of the Department of Education and, according to the laws of Hawaii, serves a minimum of two years under probation. All teachers in the program are probationary teachers; the purpose of the program, therefore, must be consistent with the overall purposes of the probationary program.

During the 1966-67 school year, approximately 500 out of about 700 beginning teachers in the program were covered in all of the seven school districts in the state. For the first semester 44 supervisors were deployed on the basis of one supervisor to ten beginning teachers. Forty-eight supervisors were assigned to the program for the second semester. Over 100 elementary and secondary schools of the state were served by the supervisors. Because the teachers were scattered throughout the school system, the majority of the supervisors worked in several schools, with one designated as the base school.

For this school year 50 supervisors have been assigned to approximately the same number of schools as last year. The deployment ratio of one supervisor to ten beginning teachers was again used this year. At this point, the other dimensions of the program have remained substantially the same.

Statistics relating to training and employment gathered during the first semester reflect the great mobility of the beginning teachers. A total of 112 colleges and universities, located in 32 states, helped to train them. One hundred and ten institutions, from Maine to California, awarded degrees to 54 percent of the beginning teachers, with the University of Hawaii awarding nearly all of the remainder of the degrees.

Responsibility of Teacher Growth: The Principal-Supervisor Team

The Beginning Teacher Development Program as it now exists is not set apart from the overall professional program of the school for which the principal has responsibility. The goals for the development of beginning teachers are consistent with the goals for other probationary and tenure teachers as previously mentioned. Basic supervisory activities and requirements, such as classroom visitations, supervisor-teacher conferences, self-evaluation, and planning, are supported by the principal. Clear-cut objectives and operational procedures, developed and supported by the total faculty, contribute to the development of a unified school program of professional development.

Helping the beginning teachers understand the supervisor's role in personnel evaluation at the school level is an important function of the principal. If the supervisor can be a helper and friend to the new teacher, rather than a rater, his effectiveness can be more fully harnessed. For in this non-threatening role the supervisor's chief concern is helping the teacher become self-directive, using skillfull self-evaluation as a means. The first-year teacher, in such a relationship, is more likely to initiate requests for help and consultation, because basically he is interested in improving his teaching and in succeeding as a teacher.

The supervisor also has the responsibility to present to the principal his assessment of the beginning teacher's growth and needs. Such an assessment is based on the teacher's active participation in his own evaluation. The principal makes a judgment, relying on the supervisor's report and other observations, regarding the teacher's competence. The supervisor's responsibility, then, is to provide the principal with accurate, objective, comprehensive, up-to-date data that will assist him in arriving at a fair and accurate appraisal of the beginning teacher for retention or dismissal and for salary increment the following year.

Responsibility for Teacher Growth: The University Consultant

Through the Field Services Division of the College of Education, the University of Hawaii is actively involved in the Beginning Teacher Development Program. The Division has assigned two of its faculty members to provide full-time consultative services to the program. During the first semester of last year and this year the University of Hawaii offered a graduate course in supervision, taught by the consultants, to the supervisors on Oahu. Last year a similar course was offered on the Island of Kauai. These courses enabled the supervisors to study various philosophies, theories, and practices of supervision and to relate them to their thinking and action. In addition to formal courses the consultants have utilized individual conferences, special group meetings, and work-committee meetings to stimulate the growth of 48 supervisors on the various islands.

The consultant's relationship with the supervisor, like the supervisor's relationship with the teacher, is built on his ability and willingness to give assistance when needed. Unlike the principal, who represents official authority with the power to hire and fire, the two University consultants have no line authority. This nonthreatening role affords them a unique opportunity for professional service as requested by the supervisors who desire and seek assistance.

Another significant point is that the consultants are able to assume a more detached stance than the principal, who is enmeshed in the daily operation of the program of the school which he has had a great part in fashioning. This detachment has enabled the consultants to discuss problems confronting the supervisors with objectivity and critical analysis.

Such a relationship between consultant and supervisor has helped to strengthen the principal's role in the development of the beginning teacher. The growth of the supervisor, effected through a planned program, has brought about improved communication and understanding between supervisor and principal, and has aided the development of a team approach to supervision of instruction.

During the first semester, supervisors, principals, district office coordinators of the district superintendent, and University of Hawaii consultants jointly planned and held meetings to enable them to take a closer look at the program. Out of these meetings has emerged a better understanding of the expectations and potential of the program and the roles that need to be assumed by those involved to realize these expectations and potential.

In working with the principals and with the district and state office personnel, the consultant's relationship with them is essentially a nonthreatening one similar to his relationship with the supervisors. The two consultants, in the final analysis, are not a part of the system but members of the University whose function is to offer specialized and general assistance to the Department of Education. The resultant cooperation is a necessary condition for the success of the program.

Examples of Teacher Growth

LEARNING TO ORGANIZE TIME AND ACTIVITIES—Miss A came from New York. She was trying to cope with her new environment and to get some order out of all the "helpful" information distributed. It was obviously inadequate and had neither depth nor significance for teacher or pupil. Examining her plans, one could see she was struggling with inappropriate allocations of time to various activities of the day.

After several informal chats with her supervisor, Miss A began to ask questions about the use of the guide, planning, organization, and "problem" children. As this positive relationship developed, both supervisor and teacher worked out a more organized and workable weekly schedule and set up some immediate objectives as well as some long-range plans. Assistance was also given in getting appropriate instructional materials and aids to provide for more effective teaching. Through frequent classroom visitations and conferences, definite plans of action were mapped out. Miss A is now more relaxed and more organized. and her students seem to be working more constructively.

LEARNING TO GROUP STUDENTS—Both Miss B and Miss C needed help assessing students for grouping in a departmentalized program and then selecting appropriate materials for each group. The supervisor, in order to help, had to become familiar with the groups and their particular needs. After going over diagnostic test papers and discussing each child, she and the new teachers made preliminary groupings. Later, using the bases for these preliminary groupings, the teachers regrouped students who were misplaced. Now both new teachers are confidently using supplementary materials. They show interest in learning to use equipment, and appreciation for any materials made available.

ACHIEVING SELF-CONFIDENCE AND SELF-DIRECTION—Miss D, a shy, quiet individual, was graduated from a college in the midwest and had had a half semester of practice teaching in the second grade. She started teaching with many anxieties and was fearful of the supervisor. One of the first goals set by Miss D and the supervisor was to increase her self-confidence. Successful aspects of her lessons which she was not aware of were discussed; references such as Jersild's "When Teachers Face Themselves" and Wiles' "Teaching for Better Schools" were shared, discussed, and utilized to increase understanding. A monthly group meeting with other beginning teachers was held centered on increasing self-understanding. Growth toward better teaching has been slow, but there has been progress.

Miss E started teaching two weeks after school had started. She was ill at ease and frightened, so her immediate reaction was to close the door and suffer. Miss E was fearful of asking for help and only reluctantly accepted the supervisor. Because the Beginning Teacher Supervisor was aware of the situation, she and the new teacher *together* set themselves to task. Short range planning was done initially. Guide books and children's records were studied, a format for lesson planning was devised, charts were made for learning situations, and bulletin boards and teaching aids were assembled to make her room more attractive The beginning teacher supervisor taught along with her one day a week during the first semester and at intervals during the second semester. Teaching became exciting for the teacher, who gained much confidence; the children settled down since school was fun for them.

LOCATING AND DEVELOPING INSTRUCTIONAL MATERIALS—Miss F was a reading teacher with an elementary school background, teaching reading on the intermediate level. She had difficulty in planning lessons to motivate her average students, to maintain their interest in reading, and to teach reading skills to older "reluctant" readers. Miss F wanted help beyond the use of reading kits available in the school. The beginning teacher supervisor was aware of her problems through observations and conferences and together they went to the media center to become familiar with available materials. The public library was also suggested as a resource center. In addition, the supervisor and Miss F discussed how to use the available reading kits (which required individual diagnostic testing for placement) most effectively.

The change was gradual but the techniques used in teaching reading and in developing interest have increased markedly. Miss F is now able to locate materials, fit ideas to the needs of the students in her classes, and develop new ideas growing out of individual class interests.

BECOMING ORIENTED TO THE SCHOOL AND COMMUNITY—The orientation activities planned for all teachers in the Leeward area and the Waianae complex schools left Miss G eager to meet her charges and to get started. She did not think they could be "so bad." However, after the first few weeks of school she was completely discouraged. The children were extremely loud and disrespectful, and she found it difficult to relate to them. Communication was a problem. After several conferences the teacher and supervisor came up with recommendations. Although there is room for improvement, the class is much better organized for action, and she has better control of the group.

Teacher H's major problem was her inability to adjust to the Hilo community and to the "new" type of children of Hawaii. She blamed the recruiters for the unrealistic picture of Hawaii she had received. She was bored by the lack of social and cultural activities characteristic of a typical plantation community. She was bitter because she did not "want to go through another practice teaching experience in Beginning Teacher Development Program." She was depressed and wept at every conference. She felt that the school administrator did not like her and that the students were against her, because of the way they spoke to her and because of "their kind of behavior." As she tried to teach in this state of mind evidences of chaos and unhappiness became apparent.

Several conferences were spent talking about "home." Subsequent sessions were spent discussing the State of Hawaii and the Hawaii school system with emphasis on Hilo. She came to understand that the children were not that different except that they did think and act in a Hawaiian manner—using pidgin English (which sounded impolite to her), being mischievous within their own culture, and having a lax, playful attitude toward things that she considered serious. She began to look at her students in a different light and began to single out what in their behavior was, indeed, strictly Hawaiian and what needed to be corrected.

The understanding gained by the teacher helped her become less tense and this change on her part resulted in the changed behavior of the students who now became "civil." She gradually developed more skill in handling discipline problems. Her self-confidence rose considerably. Then the teacher, supervisor, and principal met and discussed the new teacher's feelings of not being liked by the principal. This confrontation helped all concerned. Miss H's productivity increased, and now she is a much happier person. In fact, she has asked for reappointment to the district.

ESTABLISHING A PROFESSIONAL ATTITUDE—Teacher J was hired a month after school started. When asked about her class, her reply was, "I can see that the other teacher did nothing with discipline; these children got away with murder; I certainly have my job cut out for me."

The supervisor tried to behave professionally when personalities were discussed, to help the new teacher see that she was creating a poor image of the profession, and to help her realize that nagging her children to behave and blaming the other teacher did not improve the situation.

Subsequently, she responded positively when a parent complained about the previous year's teacher. She listened to the parent and commented that the former teacher probably had reasons which they were unaware of for doing what she did.

DEVELOPING CRITICAL TEACHING—Mr. K came with many competencies and was very sensitive and perceptive to the children and their needs. He was a creative teacher, but the supervisor saw areas where he needed to be challenged. As they conferred and observed they decided that he should experiment with Suchman's inquiry method. As a result of his experimentation, there was great excitement for both him and the children. The supervisor offered suggestions and helped Mr. K evaluate the process as he tried the method. The experience helped him reach a higher level of teaching.

Conclusion

Based on the 1966-67 first semester assessment in which the beginning teachers, supervisors, principals, and personnel at the district and state levels participated, the program was rated "good" in achieving its primary purpose—that of assisting the beginning teacher with his overall growth. Strengths were seen primarily in constructive assistance and guidance in areas of personal and professional growth and teaching competencies. Recommendations for improvement of the program were noted principally in the organizational and administrative aspects of supervision, such as reduction of the supervisor's teaching load, provision for conference time for supervisors and teachers, improvement in the assignment of supervisors, and provision for supervisory personnel stability. A concerted effort to improve these areas is currently being undertaken by those involved in the implementation of the program.

The value of the program is best described by a study committee on teacher utilization in Hawaii in its second report to the State Legislature. The committee was chaired by Dr. Thomas Hamilton, President of the University of Hawaii, and advised chiefly by Dr. Lindley J. Stiles, Professor of Education for Interdisciplinary Studies, Northwestern University. To quote a sentence or two from the report, published in April 1967: "The Beginning Teacher Development Program, only in its first year, has already demonstrated improvements in instruction that come from providing orientation for beginning teachers to their jobs.... It gains added strength from being more closely affiliated with the district schools as well as from service provided to all beginning teachers. The advantage that comes from professional leadership and consultation from the University is an indispensable factor." As the program moves into its second year of existence it appears that the Beginning Teacher Development Program—a planned, supervised program of induction of the teacher into teaching assumed jointly by the primary agencies that prepare and hire teachers—is a promising innovation to promote teacher growth in the State of Hawaii.

BEGINNING TO TEACH

III

the NASSP Project on the Induction of Beginning Teachers

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The initiation and development of NASSP*'s three-year, experimental demonstration project on the induction of beginning teachers are described here by the assistant director of the program. She continues by presenting the major generalizations about working with new teachers toward which the evidence from this project appears to point.*

A Time to Teach— and a Time to Learn

PATRICIA SWANSON

IN 1963 James B. Conant in his book, *The Education of American Teachers,* said this about four-year teacher education programs:

> **. . . In my judgment, no kind of preservice program . . . can prepare first-year teachers to operate effectively in the "sink-or-swim" situation in which they too often find themselves. Many local school boards have, I believe, been scandalously remiss in failing to give adequate assistance to new teachers. I recommend, therefore that: During the initial probationary period, local school boards should take specific steps to provide the new teacher with every possible help in the form of: (a) limited teaching responsibility; (b) aid in gathering instructional materials; (c) advice of experienced teachers whose own load is reduced so that they can work with the new teacher in his own classroom; (d) shifting to more experienced teachers those pupils who create problems beyond the ability of the novice to handle effectively; and (e) specialized instruction concerning the characteristics of the community, the neighborhood, and the students he is likely to encounter.**

Patricia Swanson is the assistant director of the NASSP *Project on the Induction of Beginning Teachers.*

Mr. Conant suggested to leaders of several professional education associations that these recommendations be given a thorough examination in some kind of organized research-demonstration program. The National Association of Secondary School Principals agreed to undertake the study, the Carnegie Corporation made a supporting grant, and research-demonstration proposals were solicited from school systems. Thus began NASSP's Project on the Induction of Beginning Teachers.

Proposals were accepted from three quite dissimilar school districts: Detroit, Michigan, public schools, a large urban system; Richmond, Virginia, public schools, an intermediate-sized urban system; and St. Louis County, Missouri, public schools, consisting of twenty-five small, adjacent school districts. (Other schools were taken into the project later on, as will be reported more fully later.)

Essentials of the Project

Basically, the Project on the Induction of Beginning Teachers attempted to give new teachers some extra time and extra help so that they might learn more effectively those things about teaching and the school that can be learned only on the job. We also hoped to identify those factors which enable teachers to become better teachers more quickly than they ordinarily would and, because of the satisfactions gained, remain in teaching.

In this initial year, each of the three school systems named someone on its administrative staff as a project coordinator. The three school systems in the project, under the leadership of the coordinators, decided on four elements that would be observed by all the schools:

1. A teaching load reduced by one class period for the beginning teacher during the first year of employment;
2. A teaching load reduced by one class period for an experienced teacher, hereinafter known as "cooperating teacher," who would advise and counsel the beginning teachers who were in the school's demonstration project;
3. Assistance for beginners in finding and using good instructional materials; and
4. Provision of special information on the character of the community and of the student body, and information on school policies.

Each school, however, was encouraged to be resourceful and experimental, modifying these four basic points to fit its particular situation. In this respect the project was deliberately unstructured, for it was our hope that, given few concrete directives, the participants would devise a wide range of programs of their own that would suggest many possible ways of effectively inducting beginning teachers into the profession.

The beginning teachers in the demonstration project were drawn at random from those who had been hired by the school systems in the normal manner and were representative of new teachers across the country. From discussions among Project staff and coordinators it was agreed to limit demonstration groups to four or five beginners and to choose these in whatever way was attractive or convenient in a given school.

The selection of the cooperating teachers was left in the hands of the individual principals. Those who were chosen proved to be mature, professional people who possessed qualities of sympathy and resourcefulness. In addition, they did not have to be convinced of the need to help the beginning teacher and were enthusiastic about an induction program. With two exceptions, those who were appointed cooperating teachers were not serving in an administrative capacity. This was a wise decision on the part of principals, for it soon became apparent that a cooperating teacher's effectiveness decreased as the amount of supervisory authority he had over the new teacher increased. The beginning, for example, was not completely open with the cooperating teacher if the latter was responsible for evaluating him. Since one of the cooperating teacher's most important initial functions was to assist in the solution of problems (classroom discipline, for instance), this confidence was crucial.

Variety in Programs

During the first year, 58 beginning teachers and 18 cooperating teachers working in 24 schools were in the program. Because the participants were encouraged to experiment, a variety of scheduling arrangements and activities resulted. In some schools participants and cooperating teacher met once a week; in others they worked together daily. Most cooperating teachers taught in the same school as the beginners in their charge. Some, however, traveled to nearby schools, and a few worked with beginners in a different school district. In Detroit, the beginning teachers in the project taught either social studies or English, but in Richmond and St. Louis they represented the entire range of the school curriculum.

The induction activities which were developed were equally varied, for they arose from the needs of the individuals concerned. Generally, though, the cooperating teachers operated informally, meeting the beginners' needs as they arose rather than anticipating these needs with planned discussions and activities. It was up to the beginner, in other words, to ask for help in solving his problems.

The beginners were asked to keep daily logs of their teaching experiences and encouraged to express their emotional reactions to the situations they encountered. Their diaries were forwarded to the Project director in Washington for review. From studying these logs and through interviews conducted by the director and his assistant it was hoped that the major needs of the beginners could be identified and steps then taken by the cooperating teacher to meet them.

Common Concerns

It became apparent that the beginning teachers, regardless of the kind of college preparation they received, the subject they taught, or the school in which they found themselves, shared many common concerns relating to their basic adjustment to teaching. Typical preoccupations were distress over the lack of direction provided by the administration during the first few days of school; being asked to teach outside of their subject fields; having to teach in several rooms; establishing a working relationship with the principal, department heads, and occasionally resentful faculty members; teaching slow learners; handling discipline problems; preparing and grading tests; assigning homework; and motivating their students. They expressed these concerns in statements like these:

> "Forms and cards are put in the mailbox with only scant directions. For new teachers these forms cause great distress. There should either be more directions or all new teachers should be brought together prior to the opening of school and these forms explained."
>
> "I wish the school would provide a tour of the library, audio/visual materials, and the building, to show us where things are. It's so much

more concrete and clear when people show you and tell you how to go about doing something, then take you to that place (i.e. book room) to show you what must be done. There's altogether too much talk and not enough constructive action."

"I was informed after school started that I was being switched from social studies to English. This is very distressing because I feel like a puppet who is being used arbitrarily. Why couldn't I have been informed of this before school started?"

"I feel lost when I try to think of ideas for class because of my lack of background in social studies. How do you motivate kids when you are not sure of the subject matter yourself?"

"It is impossible to work without a room or desk of my own. The tables in the teachers' lounge are appropriated by the older teachers, who resent their use by new teachers."

"I'm still a little nervous around my principal. I'm so afraid I will not do my job well enough."

"My department head offers plenty of advice—but it's always too late. She's too busy to be seen when needed. A little praise from her once in a while would make a lot of difference."

"Homeroom was chaos today—too many things to do and not enough time. The students have thousands of questions none of which I can answer, because I am just as new as they are."

"I can't tell if I'm getting through to my students, and this discourages me. The majority failed the quiz—how can I be more effective? You really wonder whether you, as a new teacher, are getting through to them or whether they might not do just as well without you."

"Why didn't anyone in my education courses ever tell me about slow learners? I feel totally unprepared to teach them. Most of the time I feel as if I am a keeper instead of a teacher. My primary job seems to be to keep order."

"I am anticipating discipline troubles. The students have already begun whistling. How do I handle this? I don't know whether to lecture students who misbehave or give them detention. The problem is, should I be strict and rigid, or nice? The older teachers here seem to be strict; they command respect and can control their classes."

"Grading is a problem. I hear there is no scale and I must be subjective. I feel that I must draw a line for failing and passing, but what are the criteria?"

"How much homework should I give? Should I give homework on weekends? If so, should it be written work or a reading assignment?"

"Many low grades on the last test made me wonder if it was too hard, the material not adequately covered, or the students unable to write."

"Extracurricular duties are too much; there's not enough time. But if I don't participate, the other teachers feel that I am uninterested. I feel that first-year teachers should not have the full responsibility of a major extracurricular activity. They need this time to learn the ropes first."

Group Discussions

Underlying all of these was a feeling of having been inadequately prepared for the realities of classroom teaching, and although their problems might sound trivial to an administrator, the beginners themselves felt handicapped and therefore ineffective. Because these concerns were voiced so frequently and consistently in logs, interviews, and questionnaires, it was decided to structure the project for 1966-67 to meet as many of these concerns as possible. Having the cooperating teacher work with a group of beginners seemed more successful than having him provide help on an individual basis, so we encouraged principals to release all the teachers in a project unit during the same period.

Group sessions were obviously more economical in terms of time, for the cooperating teacher could work much more efficiently if he covered a subject such as grading in one meeting rather than reviewing the same material with five beginners individually. But more important, we found that the beginners themselves benefitted more from the group situation. In the first place, they gained a great deal of emotional support from each other as they discovered that they shared similar problems of adjustment. Knowing that others were having difficulty with such things as lesson planning, motivation, and discipline made it easier for the troubled beginner to bring his worries into the open and be receptive to the help offered by a non-threatening, supportive cooperating teacher. This feeling of group identity, established very early in the fall, was strengthened as the year went on.

A second advantage of group sessions was that the cooperating teacher could, with the group, undertake productive discussions of grading, testing, homework, discipline, and various teaching methods and techniques, and make arrangements for team or cooperative teaching, observations, visits to feeder schools, and workshops with the school's guidance counselor, reading teacher, and other specialists. These activities proved to be far more beneficial to the beginning teacher than the type of first-aid assistance provided by the usual buddy system.

Expanded Project

In order to provide a wider base on which to test induction activities, it was decided to expand the project in 1967-68, its third and last year. School systems in Lima, Canton, and Columbus, Ohio; and Palm Beach County, Florida; joined the Richmond, Detroit, and St. Louis County school systems to make a total of 33 schools, 188 beginning teachers, and 37 cooperating teachers. All schools were able to provide released time in some form for the beginning and cooperating teachers, with the exception of the Palm Beach County schools, which for budgetary reasons were unable to do so.

Since most other school systems face the problem of limited funds, we were particularly anxious to see if induction could be successfully accomplished without released time for the beginning and cooperating teachers. The results are not promising unless such an induction program is carefully planned and tightly scheduled. For example, very little success was achieved when induction activities were scheduled before or after school, but weekly group meetings of beginning and cooperating teachers were quite productive when held during a common planning period.

When time is at a premium, it is also essential to have a well-thought-out program; everything planned must have immediate relevance for the beginner in order to sustain his interest. In any case, reducing the amount of time available for an induction program necessarily limits the number and variety of activities that can be undertaken, and thus significant gains in terms of teacher growth cannot be expected.

Learning from Experience

The induction program in those schools which last year could provide an extra period of released time remained essentially the same as the year before, though there were some modifications. Tightening the organization was one of these. Principals were asked, for instance, to work more closely with their cooperating teachers in planning a program for beginners and to give as much support to the group as they could. They were also asked to explain the induction program to the beginners at the time of employment, rather than to wait until school started in the fall. Cooperating teachers were encouraged to plan an orientation program for beginners which was separate from the school's program for all returning teachers. They were asked to meet with the beginners daily for the major part of the first semester and to make every effort to design practical activities which the beginners could relate to their daily classroom experiences. To the beginners any mention of learning theory smacked of education courses, and they were much more anxious to work out immediate solutions to pressing problems.

We attempted to strengthen the program for the second semester by giving it a different emphasis from that of the first semester. Helping the new teacher to adjust, to feel secure, to master the practical arts of teaching were the purposes of first semester activities. Now, however, we were concerned to help him experiment, to take steps toward evaluating himself, his students, and his philosophy of education—in short, to grow. The cooperating teachers were asked to help him in this process by supervising such activities as a case study of a problem student, observing several teachers in the school in order to see a variety of teaching styles and techniques, doing cooperative or team teaching, video-taping his classes and asking others in the group to help analyze the content, making a formal study of the school and its relation to the community based on the Evaluative Criteria, tutoring students individually, and participating more extensively in extracurricular activities.

In order to be successful in carrying out these activities, the cooperating teacher had to assume a somewhat different role. Whereas earlier in the year his tasks were primarily supportive—helping the beginning teacher to feel secure and thus speed the adjustment process—now he was asked to be questioning, even challenging. Some cooperating teachers found it difficult to make the transition, a few because of a natural reluctance to criticize, others because they felt they were not equipped to be "college professors." We are convinced, however, that this problem will correct itself as the cooperating teacher himself develops greater confidence in his ability to be a "teacher of teachers" and begins to experiment.

Project Evaluation

A formal, independent evaluation of the project was undertaken during the second year by the Detroit Public Schools'

Department of Research and Development. This evaluation was designed to provide data that would answer the question: "What kind of assistance would be most helpful to beginning teachers? What would be most useful in retaining that 20 to 30 percent of beginning teachers who leave teaching each year? Does induction really make a difference? If so, what?" A series of questionnaires directed to both beginning and cooperating teachers yielded subjective data; therefore, it is not possible to draw hard and fast conclusions based on proved facts. Judging from responses obtained from Project participants, however, it seems clear that the types of assistance most helpful to beginning teachers were the following:

- aid in planning
- aid in discipline matters
- help in classroom control
- knowledge of school policies
- insights into better utilization of instructional materials

These types of assistance, it should be noted, are all dependent upon the presence of the cooperating teacher. The responses further revealed that two factors stand out as being the most influential in retaining the beginning teacher: a reduced teaching load, and the presence of a cooperating teacher. To the beginning teachers questioned, time to plan, to seek advice, and to find and use good instructional materials was paramount.

After working with beginning teachers for three years, we are convinced that Dr. Conant's analysis of the problem was accurate, and his proposed solution both necessary and practical.

Conclusions from the Evidence

In the first place, it is clear that beginning teachers find it very difficult, if not impossible, to operate in a sink-or-swim situation. They are not prepared for the realities of the classroom; they say so forcefully, and they want help. Limited teaching responsibility during the first year is one kind of help that in and of itself benefits the beginner. In the words of one neophyte, "Having a reduced load is very helpful. I don't know what I'd do with one more preparation. Just having the extra time to break in gradually is perhaps the most valuable aspect of this program. If I had five classes to teach, heaven help me— I don't see how I'd keep my head above water."

But the beginner also needs the advice of an experienced teacher, whose own load is reduced, to work with him on classroom problems. This person should not be a supervisor, but a non-threatening helper who teaches in the same building, who possesses superior classroom skills, and who wants to share his knowledge with others. It is critical that he not be asked to evaluate the beginners or to reveal his knowledge of them in any way to the administration. Initially this person will provide the security and support necessary for the beginner to adjust successfully to teaching and later will serve as a professional model and partner in the pursuit of excellent teaching.

It should be pointed out that a crucial factor in the cooperating teacher's effectiveness is the degree to which the principal is willing to support the program. For if the principal considers the cooperating teacher's job as just another duty—no different really from a club assignment or serving on a committee—the cooperating teacher will be forced to treat it as such and his accomplishments will be minimal. But if, on the other hand, the principal is convinced that schools must actively participate in the training of teachers and is willing to invest some time and energy in an induction program by carefully selecting a cooperating teacher who can be a "teacher of teachers," providing him with some extra time, and supporting him throughout the year in his work with beginners, then the results will more than justify the investment.

It also became clear to us that each beginner seems to benefit from the presence of the others in the group as he learns what it is to be a teacher, depending on them for reassurance at the beginning of the year and for the stimulation provided by divergent ideas as they begin to question and to examine. Getting help from only one person such as a "buddy" is certainly better than none at all, but it is self-limiting in terms of sharing both problems and solutions.

Finally, receiving help in gathering instructional materials and in getting to know the students, the school, and the community is invaluable to the beginner. College courses, no matter how good, cannot prepare him adequately for the specific situation in which he will teach. There are many things he needs to learn on the job, and without the time to do this and help from those who can teach him, his first year is bound to be an immensely frustrating experience. Nearly 30 percent of those who enter teaching with him find it so frustrating that they do not return.

The NASSP Project on the Induction of Beginning Teachers has experimented with ways of providing this needed time and help. We are convinced that an induction program is a wise investment, essentially because it provides the beginner with what he needs most during his first year—a feeling of security and an opportunity to grow.

"To inject newcomers into the unfamiliar peerage of teachers at an opening faculty meeting and then expect them almost immediately to assume the unaccustomed stance of authority in the classroom would be enough to discourage even a Disraeli from trying to overcome the British aristocracy."

On Being Inducted:

A Beginning Teacher Reflects

Deborah Rubin

NOTHING had prepared me for this act of ego: setting myself up as a teacher. I had told the principal in my initial interview, "I'm not a crusader; I don't want to change the world. I just want to teach." What would I teach? My thoughts? Tha approach was too dogmatic. Methods of intelligent analysis and questioning? That approach elicited vague and opinionated responses from memory-oriented students. With these questions I approached my new occupation.

The swiftest and most direct result of my teaching was the change in my own state of mind, from being anti-establishment to accepting that I was a part of the establishment. Most of today's college youth identify with, or approve of, the anti-establishment movement. The student riots can be read as symptoms of youth's disenchantment with conventional means of education and government. I recall the audience's applause in the film *Bonnie and Clyde* during the bank-sign shooting incident. Now I was no longer allowed (maybe formerly urged or expected) to applaud the shooting. It had been a willing

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suspension of belief in the establishment. Then I became the establishment.

In the summer of 1966 I received a letter inviting me to participate in NASSP's teacher induction project. Soon afterward Joe Wilder wrote, introducing himself as a cooperating teacher. Plans were made to meet a day before the regular opening of school. That hot, late August morning we two met in the office of the almost empty, echoing Maggie Walker High School. Joining Joe (first names helped in identifying with the establishment), of the wide smile and yellow golf shirt, and me was the third participant—a recent graduate of a southern girls school, Delois Lowrance. My first impression was a feeling of luck that we had been chosen for the project and pity for those other new teachers who would arrive in the morning uninitiated.

Invaluable Initiation

During that first day we toured the W-shaped building. What could be more demoralizing to a new teacher than to get lost while changing classes and ask a student for directions to the English wing?

A great help was Joe's giving us duplicate records for each of the ones we would later receive from the principal. We familiarized ourselves with the permanent-records cards and all the daily records that we would soon begin to fill. The tour and the encouragement from Joe were worth the entire project, but there was more help to come.

Joe took us to the administration office downtown where we met the coordinator of the city-wide NASSP project. Such a small event as this meeting had a strong effect on me. It was as if anything I did during that year would not involve only me and my students. My actions would be like dropping stones into the water with ripples all the way to the administration building and back again, for I knew there was someone interestedly watching and reacting there.

The following morning Delois, a tall 20-year-old with a quiet manner that seemed appropriate to a math major, and I met Joe for the first faculty meeting. Without him we would have been totally alone despite the smiles of the older teachers and the nods hello. For many new teachers this meeting is one of loneliness, anxiety, and resolution. To inject newcomers into the unfamiliar peerage of teachers at an opening faculty meeting and then expect them almost immediately to assume the unaccustomed stance of authority in the classroom seems enough to discourage even a Disraeli from trying to overcome the British aristocracy.

From the beginning the project was a success if only for the help during these two crises. But there were more benefits to follow.

The Need to Communicate

During the hectic early months of school, there is a need to talk with someone. To leave this to a neighboring teacher who may or may not be willing seems cruel. Without the project I would have had no built-in advisor. True, there soon emerged two teachers close in proximity and in spirit upon whom I leaned. But I was fortunate. How many new teachers find no one? Or find them perhaps at Christmas time or later when the damage of uncertainty and change has convinced them to leave teaching?

During the months before Christmas Joe, Delois, and I were in constant communication. It sometimes happened that one of us could not make the daily contact meeting, so that the session was one to one. There was no order imposed on the meetings. We talked about all problems, for example about Leonard with three children trying to finish high school while supporting his family. I asked advice about the militant students emulating their newly-minted idol, Rap Brown. So many solutions lie in the judgment of the teacher. He wields power over the lives of his students.

After one report card I found one tall 19-year-old girl in tears. She had failed three of four courses and was ready to drop out. By taking time to discover that her mother had taken in a boyfriend, leaving Mona to be mother and father to her nine sisters and brothers, I was able to see the reasons for her failures. Talks with her teachers and encouragement to Mona produced a graduating senior by June. With William I was less successful. After gaining his confidence I learned that he felt like a failure and was sure he would follow his brother into the state prison. What other future could he possibly have? I mistakenly spoke to his mother of this; she repeated to William what I had told her, and he, crushed that I had divulged his secret, dropped out of school. Even one bad teacher, one unwise teacher, can infect too many students with apathy, self-doubt, and distrust in himself and in others. But these thoughts came later.

Gap Between College and High School

My classes were varied—two tenth grade and two eleventh grade classes. I had hoped for the twelfth grade because I had a master's degree with advanced courses in Browning and the Victorians. It turned out that I found such a gap between what I studied and what I taught that the courses wouldn't have been of value anyway. One of the tenth grade classes was in theme writing. Now there, I thought, was something tailor-made. I had long been a proponent of theme writing.

My student teaching in the Philadelphia city schools underscored the need to teach writing, and I had written a great deal in college courses. But the college courses in writing and literary criticism were based on an experiential approach. You learned to distinguish good writing by reading and listening to discussions on Hemingway, Faulkner, Lawrence, Durrell, Turgenev, and Joyce. But these were not the writers of the high school library or textbooks. I found that Faulkner was "not on the approved high school reading list" for our state. The librarian regretfully returned my list of suggested purchases and explained that the state allocated most of the funds for new books. In my opinion Dickens (who was approved) seemed so far back, and he had been avoided by many of my college professors as a period writer. In high school the students wanted to be given rules for literary criticism. They were unprepared for the experiential approach—discovering the Hemingway-ness of Hemingway. Again there was a disparity between my experiences as a student and what had become my experiences as a teacher.

I began my classes with theme writing to determine the students' writing vocabularies and styles. The first themes were ones of observation. "How many think you have a good memory? Hands up. Right. You think you can remember what happened in this classroom this morning? Write all you can about the first ten minutes; include colors around you, the size of objects, and the events that occurred." One student wrote, "Mrs. Rubin has nice skin and lips and she is wearing a gold bracelet." I looked at Janell's very dark face and smiled. I had taught in an integrated school before, during practice teaching. I tended to think of the Negro students' color as unimportant. They were just students.

Differences in Background

Truly their color was unimportant. But to be honest, I found differences between my students and myself because of our disparate backgrounds. At Maggie Walker there was an all-Negro student body. (The faculty was beginning to be integrated, including three white teachers in 1966.) Some of the attitudes of these Negro students were markedly different from the attitudes of their white counterparts. Comparisons for me, as for many teachers in integrated situations, stemmed from my own upper middle class background.

Many Negro students, for example, suffer from low estimates of themselves. This affects their attitudes. They feel defeated before beginning life. Their learning experiences have been of a rote nature, with little emphasis on the "express yourself" technique. They have been taught, in the main, that to succeed means to deny their cultural background. They have learned to associate the color black with the devil's heart, with evil, with corruption, and with the negative. Smiles to them meant special preference, not simple friendliness.

One attitude we made clear to me when a fellow teacher related the reaction in her own neighborhood to my joining the faculty. "Didn't you ever notice that all your male students were spruced up and many wore white shirts and ties at the beginning of school? You had smiled at each of them and they were sure that they personally had caught your eye. What a letdown when they discovered you smiled at everyone!" I did a lot of smiling that first month. I knew that discipline at the beginning was helped by remaining stern-faced, at least until Christmas, but I felt that I had something special to prove. The very quiet of the classes during that first month was, I knew, a quiet of uncertainty. Almost a month went by before I had a normal situation to react to. These were some of the differences I found in my beginning-teacher experience.

Also, I could never discipline as well as my Negro neighboring teacher. She could with a dialectal word or a curt expression known from childhood silence a student in a manner that would be forever foreign to me. I had almost as much to learn from watching the interaction of other teachers and students as my students could learn from me.

Janell presented herself as a very slow reader. She disguised the fact by coughing a lot when called upon and writing illegibly when assigned a theme. She was barely literate. But she did have two skills: she could copy anything that didn't require analysis, and she could sew well enough to make most of her clothing. I based most of her assignments on these two skills. With Janell I learned how to bend my rules to fit the individual learner.

Differences Within Classes

Janell was in the eleventh grade with 29 others in a basement room not terribly overcrowded with windows lining one side and a fresh coat of light green paint on the concrete block walls. Many of the English classes were in this newer wing of the 30-year-old building.

In the same morning class with Janell were two girls of outstanding stamina. They had withstood bad teaching (sometimes mine) and "underprivileged backgrounds" to become girls with carefully-honed minds. One possessed the sharpest wit that I have ever found in either teacher or student. Jackie came from a broken family and had lived with a succession of "aunts"; but it had not hurt her cockiness or produced it. She could have been cocky had she been reared in Scarsdale. Janell and Jackie were on two different circuits, but each demanded attention. Our school does base its classes on the homogeneous plan with basal and honor classes, but there are sometimes mistakes, such as placing Jackie and Janell in the same class.

In my theme-writing class where all the students were supposed to be average, there was one who was mentally unstable. the "broken home" affects children in different ways. There was another boy whose home overlooked the local prison where his older brother and father resided. The boy compensated by becoming a model student and leader. There were other ways to compensate. Itemus, in my theme class, coming from an extremely deprived home, reacted in another way. When Itemus first came into my classroom he would sit in class with his gray woolen coat pulled over his head and his shoulders held high near his jaw. Every so often Itemus' hands would open a peep hole and he would peer out at the bewildering classroom activities. The other students, instead of understanding or even tolerating his behavior, stared at him when his dark face appeared. I didn't put too much stock in his low IQ scores. After all, I had read Allison Davis and knew that IQ tests are often culturally oriented. But it was difficult to carry on when Itemus was so obviously out of place. Because of my inexperience and genuine regard for the troubled boy, I didn't recommend removing him.

Everyone in the administration knew about Itemus and felt that love was more important for him than a basic English class. The school nurse also worked with him, talked with him, showed interest, and rounded up clothing for him. During this period my talks with my cooperating teacher helped me to keep my perspective. I kept wanting to do so much for Itemus when what he needed most was time and interest. Toward the end of the school year the class was arguing violently about Carl Sandburg's traveling around the country. Itemus quietly but firmly spoke out for the first time. "People got the right to go someplace new if they don't like where they're born." The class was silent for a moment. And then they clapped. Somehow they *had* understood Itemus' struggles.

I ran against similar problems often; there was no place in the system for some situations. What it boils down to is the fact that individual teachers are more depended upon than any system or curriculum. The teacher is the common denominator of any education that takes place. It is left to the teacher to decide that intellectually-limited Hattie is doing her best and to grade her accordingly. Hattie would try to anticipate what would be necessary in a book report; she would write down all the phrases from the blurb or from the text and memorize the entire thing. Then in class she wrote out her "freely composed" review, often jumbling her sentences and omitting a clause as she wrote. Janell once copied an entire report from Magill's *Masterplots*. In tears she insisted that it was her own writing; only when she got her notebook and showed me an example of her handwriting did I understand her idea of "my own writing."

Time for Reflection

What I came to understand is that the Joe Wilders of the project can at best guide or advise but that teaching is ultimately each teacher's responsibility. Why, then, have the project? Because it gives the beginning teacher a structure for the first year. It offers a time set aside for reflection and a person to act as a mirror for the new teacher.

One afternoon late in the school year around February, Joe, Delois, and I went riding. We left school during our fifth period planning hour and rode into the areas of the city that housed our students. The faces of my classes—freshly scrubbed Sybil, bewildered Emanuel, heavily made-up Yvonne, wild-haired unkempt Charleyn—all came clearly to me as I saw the streets and houses. I absorbed the atmosphere of their lives as they were required to absorb the atmosphere of education. A mixing of the smells, sights, and almost tastes of those two atmospheres must be experienced in the teacher's mind-sense before he can hope to teach anyone. I could have driven around the city myself, but the project gave me the time to go and the guide, Joe, to offer his comments. The fifth period, when we made the tour, was set aside as a planning period for the project.

That extra planning time was the key to the project during the school year. True, I had a second period free, but it was then that I had classroom plans to make. I ordered audio-visual materials, explored the library, became acquainted with the teachers, made myself available to the students, and planned activities for that day or the next. But it was the fifth period when I did my reflecting, when I stopped for a moment to see where I was going and to discuss with Delois means to reach our students. Delois and I had similar problems but because of the difference in teaching disciplines our approaches varied. Without that time given in school I would never have paused between planning and execution. Often during that first year I felt that initial pang of being an outsider. Perhaps it was more pronounced for me, one of a minority race. Without knowing the home lives or taking time during the day to explore individual problems there can be no understanding and no teaching. The homeroom mutiny taught me that.

Mutiny

About Thanksgiving it became clear that my homeroom of 30 pupils was divided into those who had spent almost all of their educational years together and those who were newcomers. The novices were ostracized, defeated for classroom offices, and denigrated in the eyes of the elect. I was a newcomer also, but protected by authority. I didn't know that Leroy had been to Europe that summer with his family and was hated for his experience. I was unaware that Sheila had aspirations for the classroom presidency which Celestine fought for with the tenacity of a primitive warrior. I was oblivious to the fact that all of Monika's sisters had had illegitimate children and that she too would succumb before the year's end. These were the reasons for the students' separation into two groups, a separation that I was unaware of for three months. On the last day before the Thanksgiving vacation the homeroom erupted into a two-girl fight when I appointed a girl from the wrong clique to represent the class at an assembly program. I should have known of or felt the two groups long before such an outbreak.

As a result of these experiences I would suggest that future participants in the teacher induction project

- visit many of their homeroom student's homes before or soon after the opening of school,
- take extensive trips into the community visiting churches, youth groups, and community centers,
- go to junior high schools and even to grammar schools in the area to talk with teachers and identify problems begun in the early grades, in order to better understand school philosophies and approaches used in education.

During the year the best induction programs were those in which Delois and I met with other project participants from the city system. We were grouped according to teaching disciplines. The most illuminating ideas came from these sessions, but they would have been worthwhile if only to underscore the fact that no one's problems are unique. Discipline is a universal difficulty. Bertie, who at a height of 6′ 3″ and an age of 19 years still can't understand that others have the right to become educated even if he doesn't want that right, is a universal problem. Even harder to understand is why Bertie himself doesn't want to learn to write and to speak correctly. Kenneth, who can't get to class on time no matter how many times he's disciplined, can be found in many of this country's schools. The insolence of a ghetto child and his unhappiness are sad wherever they are found.

Relating Material to Students

Another problem which I never completely solved was what material to teach. I vacillated from trying to make them think, not just memorize, to asking resignedly, "What good is any of it going to do them anyway?" During the second year I admitted that their learning the dates of a campaign didn't really matter and that their knowing *Beowulf* wasn't going to help any of them aspiring to be auto mechanics get good jobs. But it might help them understand "the other half of the world" and why laws everyone must obey are passed.

So I tried to relate everything to the students: Beowulf was any hero in a rough world being brave despite fear; Keats, in awakening the senses, was just as modern as art that has special optical effects or movies that include smells; Wordsworth was analogous to a hippie returning to nature in the face of industrialism. By showing slides of modern city streets and life, I could make students see that America's art originates from all its sectors—the industrial, the academic, and the entertainment.

All my ideas didn't come out of project sessions, but the state of mind to experiment did. Without confidence in the commonplace, the basic forms of education, no experimentation can be successful. Before I came to conclusions about teaching methods, I had to try many forms. Without the time afforded by the project, the problems of tradition versus change would have seemed too great for me. It took an entire year of free fifth periods to come to these thoughts. Five classes for the beginning teacher is unjust, not only to him but also to the students of the five classes.

In addition to the problem of relating conventional material to my students, there was the question of how much Negro literature and history to supplement. During my second year I recall a red-haired, returned Peace Corps volunteer's amazement at his students' reactions to his efforts to link them with African culture: "They resent being compared to the African in any way." He was surprised because he, like me, was educated at a university which taught that the American Negro is proud of his African heritage. In my experience, the students in our high school sometimes wear African hairstyles as a means of identifying with their new leaders. For the first time Negro faces are seen in the mass media; these people often affect African styles in hair and dress. Our students don't understand the real philosophy behind the return to African culture, and they certainly don't identify with the black African. They are emulating their heroes, but not necessarily embracing their heroes' philosophies. The emphasis then in teaching should be on neither African nor slave culture, but should be on the Negro's actual and potential contributions to American culture and life.

As a result of my first year's experience I teach language as a means to achieve success within a modern culture not outside it. I teach literature not as a white heritage but as creative thought which emerged out of specific historical periods. I teach because the school is the primary place where any change can be effected. Perhaps when these students are prepared to be teachers they won't speak of disenchantment with education and government, or "the establishment."

"Many of my ideas of what teaching should be were developed through discussions with my cooperating teacher. I really appreciate this, because it would have taken several years of experience to develop them by myself."

Things to Remember:

My First Year at Parkway

RAY RUSSO

I WAS quite anxious as I opened the large glass door that led into the grand foyer of Parkway Senior High. A multitude of little things to remember were going through my head:

Classes start at 8:10, 9:15, 10:20, 11:25–,
Clocks in room aren't always synchronized,
Turn in key tags before 2:00,
Department meeting tomorrow after school,
What am I going to say this first day,
Don't smile till Christmas,
Professional dues to be paid by Friday,
How in the world do I ever remember 120 kids' names,
Ultimate goal–to develop students' personalities by using subject matter.
Etc., Etc., Etc.

As I checked in the faculty lounge to see where my mail box was located, I wondered how all the old pros could take such excitement and confusion and actually start all their classes with no major problems. I knew that is what distinguished the experienced from the beginning teachers. The only piece of mail on this day was a small note, "Welcome to Parkway! Induction meeting in 207 at 11:00 a.m. J. James."

Ray Russo participated in the Teacher Induction Program at Parkway High School, Chesterfield, Missouri, during the 1967-68 school year.

The Parkway schedule this year was unique for any teacher and certainly for a beginner. In a rapidly growing school district in suburban St. Louis, Parkway Senior High has about 2,900 students in tenth, eleventh, and twelfth grades. During the '67-'68 term, the school was forced to enter an extended schedule because of overcrowding due to a recent influx of home buyers. The goal of the administration was to bear all inconveniences for the sake of the program's continued quality. This made it necessary for the school day to start for juniors and seniors at 7:30 and run till 2:00. The sophomores would start at noon and go till 6:30. With this schedule the school would have to bear the full student load for only two hours, during which all large classes would be held: instrumental music, choral music, large study halls. There were thus only slight increases in academic classes.

Group Meeting

The excitement in the hallways added to my already cluttered mind as I walked to my first induction meeting. 205, 206... Here it is, 207. As I walked through the door, I immediately recognized some of the other first-year teachers that I had met at the general orientation program the week before school started. The only thing I know about this program was that it provided an hour free each day to observe other teachers. As the meeting started, the types of questions asked indicated that all the beginning teachers were not involved in the program to the same degree. Because of the scheduling difficulties of Parkway's extended day, the district could not involve all beginning teachers to the fullest extent. There were twenty new teachers and nine were to receive a reduced load of four classes and have available to them the advice and help of a cooperating teacher. The other eleven new teachers in the program just had the availability of the cooperating teachers.

This first group meeting was used for clarification of first day procedures and to give a general idea of what to cover in the introduction to our classes. Although I did not realize it at the time, I was one of the beginning teachers involved in all facets of the program. The meeting ended and I started getting everything in order for my first class period.

Suddenly I realized that, although I had a general idea of the sequence of concepts that I wanted to teach, I had done nothing specific in lesson planning. The best place to turn—experience, my cooperating teacher. I walked up to Miss James, one of the three cooperating teachers involved in the program, and eagerly sought a brief explanation of what she usually did during the first couple of weeks. That was the starting point of a close relationship between a true master teacher and a beginner eager for the same success and fulfillment. Calmly, Miss James explained the format that she had followed in previous years and invited me to modify it to fit my goals for my students. Then began my first period of observation, from which I was to draw ideas on how I could improve my own presentation. The gray folding chair in the back of the room was to be the site of inspiration for the year. Making myself comfortable, I thought of the term "goals," the basis for the creation of my course.

Goals, methods, objectives, technique—they didn't seem to fit the real situation. They belonged to that educational psychology or methods course taken last year in college. We had talked about them so much, yet no one ever told us how they were derived or defined. I felt that I really didn't know a thing about the field I should know well. As class started, I decided to let experience help me find the answers. The hour was spent busily taking notes on Miss James' goals. I noticed how subtley she changed them from her goals for the students to the goals the students were to seek for themselves. With the greatest finesse she had taken cold, hard objectives and made them personal guidelines for each individual student. She did such a good job that by the end of the period the goals were mine also.

My class started with no trouble—attendance report to office, introduction of myself and my newly acquired goals for the course, distribution of textbooks, and a series of "getting to know you" conversations. As the bell ended the period, I smiled deep inside as one of the students said, "Have a nice day, Mr. Russo." *Mr. Russo.* "Mister" has the connotation of respect and dignity, yet I felt almost as inexperienced at they.

Teaching Aspects and Objectives

Although the program made available many situations from which the beginning teachers could benefit, the degree to which the program was used was dependent upon the attitude of the people involved. I can't speak for the other people in the program, but my attitude towards my cooperating teacher was very favorable. As a beginner I felt that I had the heights to shoot for but that success would come only with long hours and a good deal of effort on my part. The decision I had to make was what aspects of teaching I should start working on first.

Somehow, to me, the most important points were developing ease in presentation of concepts and sequencing material so that it could be learned more easily. I have a rather outgoing personality with a lot of "ham" when put before an audience. It seemed fairly easy to relax in front of the class so I could devote all thoughts to clear construction of concepts and transitions between ideas. I found that a brief outline of the major points provided the structure of the lesson, enabling me to think more about each idea without having to remember all of them. The next area of concern was forming objectives and defining the student behavior desired for each unit of study. About this time the St. Louis director of the teacher induction program sent to cooperating teachers Bloom's *Affective Domain* and *Cognitive Domain*. Both books were extremely helpful in determining the levels of learning at which I wanted to teach and the behaviors I wanted my students to exhibit. My opinion was that most learning up to the tenth grade had been on the memorization level with some students reaching the application level. I wanted my students to go beyond just memorization of facts to application of material to problem-solving experiences and evaluation of validity. Once I decided on the level of student behavior, I was ready to start objective formation. The methods that I used are probably best described in Mager's *Behavioral Objectives.*

Because all my classes were in the afternoon, I sometimes made use of my mornings to observe a variety of teachers in several fields. When sitting in on another teacher's class, I decided before I went into the room what specific things I was going to look for. At first, I was looking for methods of presentation that heightened student interest and for various means of promoting more student involvement. It seemed reasonable that the student would learn and understand better if he could work with a concept in some material way and find answers to questions that involved his applying the concept to a real situation. Later in the year, I became concerned with question asking, turning individual failure into success, and methods of handling various disciplinary problems. By observing a large number of different kinds of teachers, I began to appreciate each individual's personal approach to presentation of material. Some methods worked only for that particular teacher because of some special trait of his own or an attitude he had developed in his students.

Although I was gaining ideas, more questions kept popping up, always at a more specific or sophisticated level. What does a teacher look for to increase his awareness of student interactions? How can I phrase this concept so the material is real to them? How many ways can I discover to turn a wrong answer into a correct one the next time?

Evaluation

The time for evaluation came with the second semester. Again the St. Louis director was there with a check-list to match ourselves against. There were a series of questions that acted as guidelines for evaluation of preparedness and strong presentation. However, the most help still came from the beginning teacher's personal relationship with his cooperating teacher. Probably most helpful was the praise for success and the encouragement for higher goals next time. This interaction between Miss James and me usually involved working together about one to two hours a day. We found that we were producing better investigations when we worked together than when we tried to work separately. Most of the time the ideas were hers, yet I felt I was performing an important function by helping with the development of those ideas. By following this procedure I was able to have many successful lab periods that I could not have had if I had worked just by myself.

Another method of evaluation lay in the scores on a good test. As each unit came to a close, we referred back to the behaviors that we wanted the students to exhibit and started question formation. Usually the procedure we followed was to take a certain desired behavior and find some way to apply, to synthesize, or to evaluate a situation that is realistic to the student. In answering the question thus formed, the student must exhibit the desired behavior in order to succeed. Although the students considered this a hard kind of test, the test itself was a challenge beyond memorization and they were proud of the grades they received. They realized that they had earned them and that the teacher had not given them away. I found that a good deal of the students' respect for me came from the hard but fair tests I gave.

I also realized that, if one wants to teach in secondary schools, a master's degree is required in order to do the best job. If the field is undergoing change, the only way to keep oneself up to date is by reading the latest journals. I thought I knew my field fairly well after graduation, but I found that to teach high school science I must get those graduate hours. In order to do so, I immediately started applying to several universities for NSF grants to summer institutes in biology. I qualified for several but selected the most favorable to my development as a functional part of a team of three who would be working toward team teaching BSCS biology at a new high school in the district.

Professional Attitudes

As my experience grew from observing different types of teachers, I began developing attitudes toward professionalism among teachers. I admit that I am still relatively inexperienced among my fellow teachers and many of my criticisms are based on only a few isolated incidents. But I also feel that I will find these opinions valid as my experience increases. It seems that we have within our ranks a few people who have grown old and let their methods and courses grow old also. These few seem completely content with themselves and make absolutely no attempt to modify, revamp, or improve their courses from year to year. The students seem to sense immediately these instructors' backwardness and openly joke about it to other teachers. I believe in teachers' supporting other teachers to their students, but I find this type of teacher extremely hard to defend.

There are far more teachers who are attempting to improve their courses, yet some are not willing to accept and analyze constructive criticisms offered by their fellow teachers or their administrators. I feel that one of the best ways to improve is to work on what other professionals find your weaknesses to be. Teachers must develop an attitude of helping one another improve. Each teacher must be given the feeling that he is part of a team of experts and each part must be kept in the best working order to turn out the best product. Every good teacher has something unique and special to offer his students and will continually try to improve this offering. These are the teachers that the administrators should use as examples to foster and develop this same attitude within the beginning teacher. Most of these attitudes can be developed within a faculty by an administration that stresses this team production of a fine product.

A Professional Educator

To me the most surprising attitude held by many teachers is that they were *only* teachers, as if they were in a lower class than other professionals. The attitude has developed that if one can do nothing else after college at least he can teach. This attitude has given the public the idea that just anyone can become a good teacher. "It doesn't take much effort, and look at that three-month vacation!" Teaching seems to have attracted many people who have this view, and this is the most destructive agent to the concept that teaching is truly a profession. Whenever asked what my occupation is I proudly respond, "I am a professional educator." Many of my ideas of what teaching should be were developed through discussions with my cooperating teacher. I really appreciate this, because it would have taken several years of experience to develop them by myself. Aside from development of concepts, working with my cooperative teacher provided me with general information about administrative duties, observation of classroom procedure within my teaching field, and help in preparation for, and evaluation of, my own classes.

I'm sure I have made it obvious that the quantity and quality of my professional growth has been due to Parkway's teacher induction program. In my opinion some type of induction program for first year teachers should be instituted if at all possible in all school districts. Many times it may be a heavy financial burden to bear but the rewards justify it. All programs will not be able to be the same because of special schedules and other limitations unique within each district, but may I suggest some variations of our program that may be useful in other schools.

1. All beginning teachers should be involved in a program for at least the first semester working with a cooperating teacher in the same field.
2. Once beginners are in the program they should be encouraged but not forced to observe as many teachers as possible.
3. In schools with ten to twenty beginning teachers, three cooperating teachers are needed: one in humanities, one in science, and one in the social studies.
4. New teachers' free hours should be scheduled at the same time as cooperating teachers' free hours.
5. If free time cannot be given, an hour of co-teaching for the new teacher and his cooperative teacher should be scheduled.
6. As a means of evaluating the new teacher, Flander's System of Interaction Analysis as explained in the November 1966 issue of the *Bulletin* may be extremely helpful in promoting favorable relationships between new and cooperating teachers.
7. Administrations should encourage in all returning teachers the attitude of helpfulness towards the new teachers.
8. Beginning teachers should be encouraged to discuss among themselves the problems they come across individually.
9. Evaluation of the success of the program should be carried on by both the national organization and each school district. Since the program's goals are to make better teachers and to keep people in teaching, the evaluation should include the following:
    a. assessing the amount of improvement of a person in the program as compared to a person not in the program.
    b. taking a survey of the number of teachers that were involved in the program that remained in teaching through the second and fifth years.

This year for me has been full of many personal situations which bring a smile to my face and a feeling of fulfillment to my heart. The time has been devoted to my students' growth and to my learning to foster their growth. I hope their development has been because of me and not in spite of me.

"I believe the cooperating teacher will be most helpful if she is willing to listen carefully, to plan activities and discussions in the light of questions asked her, and to strive for long-range goals, but still to be flexible enough to spend time in whatever area is needed for as long as she is needed."

A Year of Cooperative Teaching

Corinne Vander Meulen

As I look back on a year as a cooperating teacher, I recall vividly that first week of school, full of tension and anxiety for the beginning teachers. For them, despite several days of orientation and planning, the thought of the *first day* was an overwhelming one. After years of study and theory, they were finally about to confront from 125 to 150 strangers with whom they would be closely involved for the whole school year. This fact had a paralyzing effect, and almost as one, they wanted to know *what to do first.*

So we had an impromptu meeting, talked about classroom organization, and tried to anticipate the needs and activities of that first day. I produced my seating charts and offered copies, emphasizing their value in taking roll and in matching faces and names. We discussed the value of a mimeographed list for each student of materials, goals, and objectives of the course, plus a brief statement about the content of the first unit of study. We considered the value of stating some ground rules for classroom behavior and I explained book cards, late entrance procedures, I.M.C. passes, etc. We agreed in advance that our first day and first week would not go as planned and that interruptions, book shortages, and other mix-ups were to be expected.

Corinne Vander Meulen worked with beginning teachers as a cooperating teacher at McCluer Senior High School, Florissant, Missouri.

This initial period is hard on beginning teachers because they seldom if ever experience these "firsts," even in the best of student teaching situations. By the time a student teacher arrives, the supervising teacher has the classroom organized and the students settled into a familiar routine. The atmosphere is quite different from the first week of excitement and confusion.

I made myself available at any time during those first days. I chatted with individuals, consoled, encouraged, and did everything I could to ease tension, to show interest, to emphasize my role as a fellow teacher willing to answer a question that might seem to a beginning teacher too "stupid" to ask the department chairman or an administrator. I made it clear that our conversations were confidential and that I had no part in evaluating their work; that I was just another classroom teacher, often frustrated, too, but with free time available not only for professional help but to talk over problems, laugh at mistakes, and enjoy successes. In this atmosphere I managed to establish communication before the inevitable problems of personal adjustments began to appear.

Discipline Problems

Frustration soon loomed in the area of discipline. Because a beginning teacher has had very little experience in this area, his methods of dealing with problems of discipline are less flexible than those of an experienced teacher and he is apt to assume a defensive position when trouble arises. He does not realize that some students will test the limits of classroom behavior and will take advantage of his friendliness, kindness, and tolerance. So we had a group discussion on strategy in maintaining control in the classroom. We talked about the futility of shouting, the dangers of making statements in anger, the desirability of discussing unfavorable behavior in private, and in solving conflicts with a minimum of negative results, realizing that if you win in an authoritarian manner you lose in the long run. Suggestions for involving the guidance department seemed helpful.

At the end of September one of the best prepared and organized beginning teachers confided to me in tears that one student was not only causing perpetual trouble in one of her English classes, but was also causing her to question her own competence and was worrying her so much that she dreaded going into the classroom more each day. He deliberately tried to anger her by disrupting class with critical remarks. He refused to work, was rude and threatening, and tried to influence students around him to refuse to do work, too. She'd tried ignoring him, then talked to him privately until she was at her wit's end, but still hesitated to send him to the office because she thought the principal might think her inadequate. We called the guidance counselor, who checked the boy's folder and discovered that this was a familiar pattern of behavior for him and that the boy was anti-school, anti-teacher, and anti-English. A conference was arranged with the principal and the boy. Since the teacher was willing to give him another chance, he chose to come back into her class rather than transfer to another. This was good for her morale, but the whole experience was a terrific strain at a critical time for her.

Frustration and Exhaustion

This was an experience that would have frustrated an experienced teacher. Although beginning teachers should feel that they should try to handle their own problems for their own good, they should not feel afraid to ask for help and should know that there are some problems that no one can handle successfully. Their inexperience leads them to assume that all animosity and negative behavior is their fault, not realizing that they are often the convenient target for the wide and deep frustrations of an unhappy person.

Exhaustion was evident, too, during those early weeks. All remarked about their fatigue by Thursday of each week and one beginning teacher showed the strain daily because of a grueling schedule of teaching from 7:40 to 11:50 a.m. (four classes) without a break, a schedule difficult for a veteran. Until she learned to pace herself, she was often depressed and discouraged. Another beginning teacher (in art) burdened by three preparations, plus a large advisory class, confessed her frustration to me, but didn't realize that anything could be done for her. We contacted the principal in charge of new teachers and she arranged to have her schedule adjusted. This teacher was immensely relieved, and her attitude changed from near defeat to hope when she found energy to plan and teach better.

Student Attitudes

Disillusionment grew, too, as student apathy became a problem. We talked as a group and individually about methods for motivating and about underlying causes for indifference, detachment and rejection. We questioned whether we were talking "over the heads" of many of the students, whether we were still subconsciously imitating the college classroom instead of understanding an adolescent's viewpoint and attitude. We discussed the tremendous gap in experiences and interests that a four to six year span of time can make in the years between sixteen and twenty-two. Beginning teachers often fail to realize what a gap six or seven, or even four more years of schooling and living make at this age. Several recalled their high school days and I tried to point out that experiences and knowledge that are familiar to them are foreign and unlearned to their students. A short story or a poem that they may love may bore a sixteen-year-old.

We also talked about school from the student's viewpoint, about the daily struggle to get to class on time through crowded halls, about the disturbing incident that might have happened at home or on the bus, about the difference between first and ninth hour classes (and teachers, too).

This discussion led to talking about problems of communication after some had had disappointments in test scores and other types of evaluation. We questioned whether students understood the assignments, whether our directions were clear, whether activities were meaningful, whether there was enough dialogue in the classroom.

Ideas for Theme-Handling

Frustrations appeared in handling paper work in English classes. There were always themes to read. I suggested staggering assignments so that one didn't get 125 papers on the same day, or planning an occasional reading day so that there was time to work individually with students' special writing problems. We also discussed planning for students to revise each others' papers and for other types of group revision. We tried having our students write daily for several consecutive days, then choose one paper to revise and submit for the teacher's evaluation. All these suggestions are made in good methods classes, of course, but since the actual problem does not exist at that time, the suggestions are often forgotten.

As we moved into these areas of discussion, I realized how much easier it was to be helpful because I was teaching in the same content area. I found that my files of materials, inadequate as they seemed to me, helped the group in their planning and often helped them to develop new presentations and to vary their content. Even though I offered ideas and material; sought out helps from the book rooms and professional libraries, I emphasized that *each one must do his own planning and adapting in order to teach effectively.*

As the months passed and we began to settle into a routine of teaching, we moved to another level of thinking and planning. Of course we did not all move together; individualities began to appear. Some teachers by better planning and harder work had reached the point where they could look ahead and plan for the rest of the year. Whereas time was of an essence during the first weeks and months and most planning was of an immediate nature, most of the beginning teachers now felt secure enough to be more self-analytical. And so we discussed our role as teachers, asked ourselves why we were teaching, what we thought important to teach, and why. We questioned different methods of communicating and the importance of student involvement. We also discussed the values of various types of classroom activities, especially the value of small group work in brainstorming questions, of discussion and analysis of literature, and of composition revision.

Cooperation

In this area, I teamed up with another teacher on a research project for our classes in the library. We worked out the details together, reserving a research room, compiling a bibliography of books to be put on reserve, and making a suggestion sheet with guidelines for conduct in the library. Our working together gave her a successful experience in doing the clerical work involved in an activity outside the classroom. Other teachers using the same materials followed us during the next week, taking advantage of the reserve books and other planning. We also ordered films together from the AV center and, when possible, put classes together for viewing if the timing was right.

Later I worked with another teacher in planning a trip to a repertory theatre in the area. This project involved preparing study material for the play, ordering tickets, securing buses, and handling all the red tape involved in taking a large number of students on a field trip.

I was involved daily with one of the beginning teachers in a team teaching situation and encouraged all the others to be involved in some limited team experiences with other teachers. We discussed the values and drawbacks of teaming, the importance of the planning period, and the need for much preparation.

As we became more critical of ourselves, we recognized weaknesses in the teaching of composition skills, especially. The task loomed so big that most did not know where to start. After analyzing students' papers, we decided that some problems in organization and usage that seemed common to most of the students should be taught to the whole class. Then we talked about the importance of individual work and the necessity for helping students with their special weaknesses at the right time. All members of the group learned to use the overhead projector for illustrating points, using student themes and other writing for examples.

Evaluation

We discussed evaluations, what we wanted to evaluate, and the type of test that was most valid for measuring accomplishment. We also discussed the importance of skillful questioning. At this time several teachers took time to read parts of *Classroom Questions* by Sanders. We tried to individualize instruction by writing open-end units giving students choices in reading material and activities. We also checked our planning with the year's over-all objectives more often and tried to plan and revise with them in mind.

There was continual talk about teacher-student relationships as the teachers began to know the students in extra-curricular activities and as teenagers in the community. Some worried aloud about parent-teacher conferences and were surprised to find that some parents were as nervous as they were. I tried to have first-year teachers observe experienced teachers for specific skills and techniques in other classrooms, but because of lack of free time not enough of this type of activity was done.

All the beginners had bad days as well as good ones, but more and more they began to enjoy sharing small successes and laughing over some funny things that happened in the classroom that earlier in the year would have been upsetting. Problems continued to appear, of course. One day a student blurted out a tremendous personal problem to a beginning teacher and asked her not to tell anyone. He talked the whole hour and upset her so that she had a hard time concentrating for the rest of the day. When she saw me after school and mentioned her problem to me, I suggested she ask him if she could talk to his counselor, since he wouldn't himself. I was sure that the problem would not stay a secret long among teenagers. The student consented and through the counselor he and his family were helped by the school, a minister, and a community service organization. Because of this experience the teacher decided to make a case study of this student in depth and in turn gained further insight into all the factors which contribute to a student's ability to learn.

Creative Planning

As the teachers became more skillful and consequently, more successful, their confidence and sense of security helped them to become more creative and more innovative in planning learning activities. One teacher, skilled in teaching drama, planned in detail several interesting activities involving sophomore students in writing, producing, and acting out scenes from a novel that the whole class was reading. Later her activity guide was used widely among teachers using the same book.

Another teacher had time to work out a very interesting unit for her junior classes involving reading and analyzing plays, writing critical reviews, and viewing and evaluating drama adapted for television. The culminating activity was a field trip to see a movie, after which the various media involved were compared and contrasted in discussion and themes. This unit was one of four chosen for a summer project in curriculum work.

In addition to working with my basic group of beginning teachers, at the beginning of the second semester I picked up another who was hired as a replacement. Although our paths did not often cross, I tried to help her to find materials and to understand the problems of students in a basic English class, a class not ordinarily assigned to a beginning teacher. She was frustrated and also embarrassed that she was so inadequate, not realizing that a basic class is an eternal challenge even to a master teacher. By observation and from personal experience I know that starting a teaching career in the middle of the school year can be a very lonely and insecure experience, so a little encouragement and guidance is often appreciated and needed. Sometimes the class situation that the teacher inherits is chaos and confusion, and often there are few directives left by the first teacher.

Later in the year I also met with beginning teachers in the Social Studies Department at the invitation of the chairman. In an informal visit I found that they had encountered the same problems and frustrations that we had experienced, and that they would have appreciated more help early in the year, especially in planning and using resources outside the classroom. They also spoke of their hesitancy to discuss some of the things that troubled them with administrators, especially before they got to know them well. Plans have been made to provide for released time for a cooperating teacher in that department next year.

Interaction Achieved

As student teachers came and went during the year in the English department, they often listened in on planning discussions, borrowed ideas, and generally enjoyed the friendship of these new teachers. When my student teacher appeared in the spring, the "group" welcomed her and gave her an almost immediate feeling of belonging. It was interesting to see her discussing her plans and her classes with them and listening and laughing with them about some of their "firsts."

As I look back over the year, I really believe that the role of the cooperating teacher can be effective in orienting and guiding new teachers, especially in schools with problems of growth. Ideally a beginning teacher should have a reduced teaching load. But since this will not be a reality in most schools, I'm convinced that schools that assign a new teacher five classes totaling approximately 150 students should consider freeing these teachers of extra-curricular responsibilities, advisories or other non-teaching duties, reducing their total teaching load by ten percent if possible, limiting teaching preparation to one content area or level, avoiding the assignment of extreme groups, and providing beginning teachers with an experienced teacher to talk to and to get professional help from on a *confidential* and *non-evaluative* basis. Although staff losses and casualties will occur for various reasons, better first year teaching experiences not only should give the schools a more effective teaching staff during the current year, but also should help to cut down on staff replacement and the cost of yearly recruitment and orientation.

Atmosphere of Communication

In order to achieve any positive results from this program I know that the cooperating teacher, in order to be effective at all, must very early in the year (starting in the spring or summer, if possible) establish an atmosphere of communication with beginning teachers in which friendship and confidence can flourish. She must be enthusiastic in her role as a teacher and must convey a sincere desire to be of help *whenever* needed (which is often immediately). Personally, I believe she will be most helpful if she is willing to listen carefully, to plan activities and discussions in the light of questions asked her, and to strive for long range goals, but still to be flexible enough to spend time in whatever area is needed for as long as she is wanted. She should remember that she is to help the whole person, not only the part that is teacher, and must appreciate how personal problems can create professional problems. Then she must listen *sympathetically* and *confidentially* to the first if she is to help with the second. She must not be judgmental, must not expect too much, and must realize the fact that much successful teaching will probably differ widely from her own style. Finally, she should not only want to help teachers to be as effective as she believes she is, but also take pleasure and pride in seeing them surpass her in skills and successes.

"I wish there had been the time and resources to train me better in the art and craft of being a school-based, in-service leader, [for] I am convinced that the only way we are going to develop good teachers in any meaningful quantity is to have school-based, in-service teacher training during the school year."

The Year That Was

SHIRLEY MCRAE

IN TERMS of teaching in Detroit, last year was the year that was. Not only did Detroit have the greatest civil disorder in our country's history, but in addition the dialogue between blacks and whites became vitriolic and divisive. All of this was reflected in the classroom, and it intensified in the spring when Martin Luther King and Robert Kennedy were assassinated. This was indeed a time to try an experienced teacher's mettle, let alone that of a beginning teacher.

In addition to this sad state of affairs, a teachers strike delayed the opening of Detroit schools for two weeks. Moreover, Noble Junior High School, where I was to be a cooperating teacher working with four new math teachers, was in the midst of renovating the building and putting on a new addition. Work inside the building was unfinished; many classrooms were not ready for occupancy. To add to the confusion, class schedules were incomplete, and classroom supplies and books were not unpacked. It seemed that I was to introduce the beginning teachers to chaos.

Noble Junior High School is on the west side of the city in a more or less middle class neighborhood. Noble houses both an

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Shirley McRae worked with the induction of beginning teachers in the science-math department of Noble Junior High School in Detroit last year.

elementary school and a junior high. Its total enrollment is 1600 students with 55 teachers. Noble's school community has reached tipping point racially and is now going from an all white school to an all black one. This re-segregation process has been in effect since 1963.

The backgrounds of my project teachers certainly were varied and would not have been more alien to the situation had they come from the moon. All four of them had white, middle class backgrounds. Two had worked as substitute teachers in Detroit, one had taught briefly in a high school, and the fourth one had never taught at all. All four had been employed to teach math at Noble because they had math and/or science majors in college. One candidate had a master's degree in retailing. These were my cherubs.

Regarding the Strike

I had telephoned them during the summer, but I did not meet them until the day that school was supposed to open. They didn't know how to regard the strike. Their first questions to me were, "What shall I do?" "Should I go in or should I stay out?" "What is my status as a beginning teacher?" I answered their questions to the best of my ability, and we really got down to business two weeks later when the contractual impasse between the teachers and the board of education was resolved.

Our program began with such prosaic things as seating arrangements and the purpose of such arrangements. They learned how to make seating charts and to complete properly the many forms required of classroom teachers. From there we went into the mechanics, rationale, and goals of daily, weekly, and unit lesson plans.

During this initial thrust of our activities, we invited the counselors into our working sessions so that they could discuss their roles. Then the assistant principal, principal, and science-math department head were invited (in that order) to discuss their roles. The school social worker was invited to inform us of her duties in working with those students who have emotional and behavioral problems. The community assistant came to our sessions in order to help interpret the neighborhood to them. She explained the dynamics of the neighborhood with its liabilities and resources. We also explored different resources for audio tapes and film strips which might be used.

Detroit has a central curriculum laboratory in the Schools Center Building. It also has three regional ones, one of which is near us. These curriculum laboratories are treasure troves for teachers who are interested in multi-media presentations. After I introduced the inductees to the curriculum labs, they went there on their own independently to take advantage of the resources.

I worked with my young colleagues as a group and as individuals. We developed rapport and a sense of esprit de corps to the point that we observed each other teach and felt secure enough to offer suggestions and alternatives for solving a problem or achieving a goal. Moreover, they observed their own homeroom groups in other teachers' classes in order to see how their students' behavior varied in response to various kinds of stimuli. Another variation on this theme was selecting their most difficult classes and observing them in other classrooms in order to discover which management techniques worked with them and which did not.

Discussing and Observing

We held sessions where we discussed the testing procedures of the school district, the contents of tests, group testing versus individual testing, and the implications of all of these for their teaching. Also they were directed to observe certain experienced teachers who were considered excellent models of teaching effectiveness, who were, however, different in their styles of teaching.

We briefly delved into the mysteries of Flanders' interaction analysis. We discussed the categories, matrices interpretation, and their implications for our teaching. The new teachers were also involved in what some people used to call extracurricular activities. They worked with students in remedial classes after school, with clubs, and went on field trips.

Another important aspect of my work as a cooperating teacher was to explain, and to help my inductees explore, nuances of Negro life and culture. We discussed the meaning of "black power" and the various aspects of "the Second American Revolution" as it applied to education in general and to the Noble School community in particular.

As with all human endeavors in retrospect, there are things that we should have done and things that we should not have done. I think that it would be more fruitful for me to report on some of the things I wish we had done:

- I wish that I had known Flanders' interaction analysis sooner so that we could have used it to assess the kinds of interaction we had with our students.
- I wish that we had had an opportunity to use micro-teaching and video taping as a means of obtaining feedback about our teaching behavior.
- I wish that I had known more about simulation and games as means of teaching and of coming to grips with problems in group dynamics.
- I wish that we had used more role playing in our sessions; it would have been very rewarding.
- I wish there had been the time and resources to train me better in the art and craft of being a school-based, in-service leader.

This summer MOREL (Michigan-Ohio Regional Educational Laboratory) is running an in-service program in ten Detroit junior high schools; hopefully some impact will be made so that it can be carried over into the coming year. I feel that such a program has a great deal of relevance for improving education on the job. In our profession, we have a number of clichés about a good teacher. At this point in time, I am convinced that the only way we are going to develop good teachers in any meaningful quantity is to have school-based, in-service teacher training during the school year.

The design of the NASSP *Teacher Induction Project is such as to allow and encourage adaptation of its basic pattern to fit the characteristics of a specific school. The principal in one of the Project schools describes the induction of* TIP *in his school.*

Induction at Shawnee High:

The Principal's View

DONALD H. JERRY

IT IS generally agreed that there have been many changes in education during the last few years: in organization, structure, process, and content. Even though some of these changes are undoubtedly making a difference in the kind of teaching and learning taking place, there appears to be little in the way of research showing significant differences in favor of the innovative practices.

The fact is there are very few elements in education that we can point to and say definitely that *this* makes a difference in teaching and learning. However, there is one exception, and that exception is the good teacher. Very few educators would deny that the good teacher does make a difference in the educational process whether he is teaching in a traditional setting or in a team position under modular scheduling.

Yet most of us have done very little within our own schools to help develop this good teacher. In fact, considerable evidence exists to indicate that we have failed to relieve beginning teachers of many concerns which inhibit their classroom effectiveness. A lack of familiarity with school routine, such as grading procedures, discipline, and the filling out of various forms,

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Donald H. Jerry is principal of Shawnee Senior High School, Lima, Ohio.

creates a sense of insecurity which is displayed in relations with students, fellow staff members, and the administration. In addition, it has been the practice in most schools to burden the beginning teacher with heavier teaching assignments and time-consuming co-curricular activities. The philosophy of "sink-or-swim" has caused many prospectively excellent teachers to be lost to the profession because of a traumatic first-year teaching experience.

NASSP has been concerned with this problem of teacher effectiveness and teacher retention for many years. About four years ago a conference of administrators and teachers was held to determine what, if anything, local schools might do to enhance the effectiveness of beginning teachers. The outgrowth of this conference was the Project on the Induction of Beginning Teachers sponsored by NASSP under the leadership of Douglas Hunt. The plan that was developed is really very simple. The assumption is made that all beginning teachers need help. The big question is, how do we go about offering this needed assistance? In answer to that question the following broad guidelines were set up:

- Instead of giving the beginning teacher a full teaching schedule with three or four different preparations, supervisory activities, and a co-curricular assignment, he is given a reduced class load, preferably a reduction of one class per day, not more than two preparations, and few if any supervisory functions.
- A highly qualified, experienced teacher is selected who will advise and counsel the beginning teacher and will himself have a reduced teaching load.
- The cooperating or experienced teacher meets with the beginning teachers assigned to him on a *scheduled basis.*

In order to try out this plan, financial assistance was made available from the Carnegie Corporation and three test centers were selected. This year the induction project was extended to include schools in four additional communities. The Shawnee School district in Lima, Ohio, is one of the four.

The Shawnee School district is a part of the Allen County school system located in the northwestern part of Ohio. It is a part of greater Lima, which has a population of around 100,000. Benefiting 1,500 students, the secondary schools employ modular scheduling, team teaching, small seminar and lab groups, independent study, and are one of three schools in the state connected by teletype and data phone directly to a computer in Cleveland, Ohio.

Like most other schools Shawnee has some excellent teachers and some that are just average. One problem is keeping the excellent teachers; another is tolerating the inadequacies of the beginning teachers. Upon discovering that there might be an opportunity to take part in NASSP's induction project, we at Shawnee felt that here at last was a chance to help some of the beginning and new teachers become better than average.

Unfortunately, we did not know definitely until shortly before the opening of school that Shawnee would be participating in the induction program. The first step was the selection of the cooperating teachers. Then the new teachers were informed that they would be taking part in an induction program and were given some information about what they might expect. Thirteen beginning and three cooperating teachers were selected in the junior and senior high schools.

All teachers took part in our regular two-day orientation program, and at this time the entire staff was told about the project and its objectives. This explanation appears to be essential in order to prevent dissension among the staff. You can imagine what some of the older teachers might say and do upon discovering that a new teacher has a lighter teaching load and fewer routine responsibilities than the teacher who has been on the staff for ten or fifteen years. A thorough explanation of the program and its objectives prevented this potential problem. After the normal orientation the new and beginning teachers moved ahead into the induction program, which was listed as a part of their regular teaching schedule.

Flexibility

Although guidelines were set up by the NASSP Project Staff, they encouraged each school to be flexible and devise the kind of program that best suited its own needs. In the case of Shawnee the program was organized so that each participating teacher would meet with a cooperating teacher at least three hours each week. Because of our modular scheduling and large and small group instruction, some teachers had nearly a full teaching schedule one day while on the next day they had only one or two classes. This made it relatively impossible to have everyone free at the same time, although most teachers had one module in common. Those few who were unable to meet at the common meeting time were scheduled with the cooperating teacher at another time.

Another example of how our induction program deviated from the guidelines is our inclusion of not only beginning teachers, but teachers new to our system. Because of our developing curriculum, it was felt that experienced teachers would benefit as much as or more than some of the beginning teachers.

In the high school the two cooperating teachers conducted the program on a team basis. Here again, as in most other programs within a particular school, the key to a good induction program is dependent almost solely on the quality and ingenuity of the cooperating teachers. They must be chosen for their ability to teach, their patience, understanding, intelligence, and other leadership factors.

In the beginning our meetings were fairly well structured. The cooperating teachers made suggestions on class organization, discipline, and other routine matters in order to help the beginning teachers get through this "survival period" without becoming so bogged down with a myriad of details that they might never recover. (What the beginning teacher needs at this time is not philosophy but something concrete, down to earth, and practical that will assist him to conduct his classes with a minimum amount of conflict and disruption. The daily meetings give him an opportunity to bring to the group any specific problems he may be encountering as well as a chance to ask questions and to air his frustrations.)

Changes in Induction Meetings

After the first few weeks the tone and nature of the induction meetings underwent a gradual change. From the highly structured meetings dealing with techniques and methods of surviving the hectic beginning of school, the meetings began dealing with such things as our school philosophy and its relation to the curriculum and instruction. Considerable time was spent on testing and test construction. Teachers brought in tests they had constructed and the group attempted to classify the test items according to Bloom's *Taxonomy of Educational Objectives.* Several meetings were devoted to the development of course and subject objectives using performance criteria. Some time was spent on the role of supervision and self-evaluation as methods of improving instruction. Discussion dealing with techniques of conducting small groups and the presentation of materials to large groups formed the basis of other meetings.

Near the end of the year we used video tape to assist in the improvement of techniques and methods. Teachers video-taped a class session and evaluated their performance, sometimes alone, sometimes with assistance from their peers. (I was delighted to see in a recent issue of *Education News* an article, "Teacher Teaches Himself Via Lab Replay," which dealt with the use of video-tape equipment in several of the regional-educational laboratories to improve teaching skills, behavior, and attitude. Another article in the same issue described how video tape was being used with student teachers to analyze their performance and assist in the development of certain skills.) Certainly the use of video tape to bring about improved construction has tremendous potential if properly used. Several of the regional educational labs are working on building a file of tapes isolating various teaching skills. As these are disseminated, teachers will be able to see examples of good teaching and will have something to compare their performance with as well as having something to serve as a model.

For the next school year we are planning some modifications of our program, some of which would have been incorporated in this year's project had we become a part of the induction program earlier in the year.

Modifications

Orientation of new teachers should start as soon as they are hired. A personal letter welcoming them to the staff and to the community should be sent by the principal. The cooperating teacher should also send a letter of welcome as well as information about the community and the school. Assistance in finding housing or living accommodations should be offered. The new teacher should be employed for two weeks prior to the opening of school, during which time he would be working with the department chairman and cooperating teacher to develop lesson plans for the first days of school and to become acquainted with materials and facilities: films, film strips, tapes, and other audio-visual materials in the materials center or library. Sometime during this two-week period there should be a picnic or party involving all staff members and their families. At this time the new teachers and their families should be made to feel themselves an essential part of the staff and community. A teacher may be well satisfied with his working environment but if his wife is miserable or his children have difficulty in adjusting, his efficiency and effectiveness will be affected.

After the start of school the first six weeks would be similar to the program we had this year, with the cooperating teachers and beginning teachers meeting on a scheduled daily basis to discuss problems and administrative details. During the first semester the cooperating teachers would continue to work across disciplinary lines. But starting with the second semester, the situation would change in that all beginning teachers would meet with their department chairmen during the induction period. Time would be devoted to working on materials and content related to a specific discipline. The cooperating teacher would still be available to work with teachers individually if the need arose; and there might be times when the whole group should be brought together to work on something of common interest or concern.

Evaluation

In evaluating the benefits of our induction program we have found that we were able to identify more quickly the competent from the less competent beginning teachers. Because of their participation in the project new teachers were helped in acquiring the skills and knowledge necessary for a successful and effective first-year teaching experience. In addition we have been able to retain all of the participants except one.

As a principal I feel that a program like the Teacher Induction Project offers the greatest hope for improved instruction and teacher retention. We know that a majority of teachers coming into our secondary schools today are not prepared to teach the way they are going to have to teach. Without an induction program we are destined to suffer a continuation of the same practices that we have had in the past. The possibility of curriculum change and innovation is greatly reduced through fear, ineptness, and lack of competence. Although the induction project hasn't received widespread publicity and may lack some of the glamorous appeal of some of the national curriculum projects, the fact remains that it is a program that can make a great deal of difference in the quality of education in any school.

The data may be few, but when 11 of the 14 beginners who have been part of the NASSP experimental program on the induction of new teachers are still at work in this central-city school—a degree of persistence not characteristic of such conditions—something good does seem to be working here.

Beginning at Hutchins Junior High

FREEMAN A. FLYNN

THE NASSP Teacher Induction Project has a particularly important application to the problem of inducting teachers into what we choose to call the "inner-city" schools. These schools, it has been apparent for a long time, require a different orientation and a different preparation for teaching from what the middle class white majority schools across the nation require. Here and there, universities are attempting to address themselves to this area but it seems obvious that the majority of teacher preparation institutions tend to concentrate on the majority task.

As our high schools become more successful in their retention of students and as enrollment at the university level increases, our secondary education efforts continue to reflect the academic, college-preparatory structure which has dominated secondary education for so long. That type of structure is certainly relevant to educating a major segment of the American population, but the big city public school must develop a set of curriculum patterns more relevant to its own system of dynamics if it is to deal with the black-white confrontation and with the continuing problem of poverty and its attendant evils.

Freeman A. Flynn is principal of Hutchins Junior High School in Detroit, Michigan.

A teacher working with children in a ghetto society, to use a loaded phrase, has to have sensitivities and perception and understanding of the most humane kind. Attitudes and values unfortunately do not often change as a result of taking a course in a university classroom, no matter how skillful the presentation or how logical the arguments. Attitudes and values seem to change best under conditions of face-to-face contact.

All the senses have to be employed in truly relating to the needs of children in a depressed community. For example, at Hutchins during the period when the school was undergoing serious change as a result of cultural-community change, many of the activities which make a school a school were eliminated because of the sheer difficulty of pursuing them. Trips, camping experiences, educational visits of all kinds, and teaching techniques which employed creative use of materials as opposed to routine text book exercises tended to be lost or eliminated because of the impossibility of carrying them out.

Leadership by Beginners

The people in the Teacher Induction Project, more than any others on the faculty, have taken the responsibility and the lead in promoting creative student activities. They have willingly and joyfully thrown themselves into projects which are new to the school. Further, in so doing they have accustomed children to the recognition that these are normal kinds of school experiences, and these same children have demanded similar experiences as they have gone on to other schools for their high school years.

Solidly supporting the efforts of the beginners, the cooperating teachers have been individuals who were most willing to sign up for, and participate in, studies of community relationships in an effort to learn more about their school community. These same individuals have taken the leadership in faculty discussions of realistic changes in the school curriculum.

What I have said and will say about beginning teachers in our school can be better understood if I give you some facts about the school and its community.

The School and Its Setting

Hutchins Junior High School is a 47-year-old building with a normal housing capacity for 1,970 students. It's a four-story building with 36 regular classrooms, 5 shops, a drafting room, 4 homemaking spaces, a library with over 10,000 books, 2 swimming pools, 2 gymnasiums, 2 health rooms, and 2 typing rooms. It also has a special room for partially-seeing students, a cafetorium that can seat 500 people when used as an auditorium, a special instrumental suite, and various and sundry office and work spaces.

During the years, the school has had a variety of reputations. For its first 20 years the school was under the direction of a principal who became the assistant superintendent in charge of the junior high program in Detroit, and it was a prestige institution. This status continued through World War II and after. The community at that time was largely Jewish and its students performed at a high level. Student teachers were generously assigned by Wayne University, and many teachers were eager to be assigned there as a step in the road to promotion. The staff, as a consequence, was mature, experienced, and highly professional.

Community Change

With the building boom, which brought the expansion of the outlying areas of Detroit and the suburbs, and with the Northern migration of the Negro, came changes in the racial and social structure of the city. In about seven years, from 1950 to 1957, the school community changed from white to black. Expressway construction and urban renewal land clearance caused further social change.

The neighborhood has the highest population density in the city of Detroit. The availability and rapid turnover of rental property, plus the cutting up of larger buildings, made it a magnet for dispossessed people of the area "inside the Boulevard." No effort was made by the city or any other agency of government to assist or to temper the effects of this social change. For example, one apartment building with 24 large apartments was allowed to be cut up into 83 rental units.

The school, faced with a student body different from that of its past experience, was unable to counter with effective programs. Teacher after teacher left in dismay and discouragement. Many, with bias and prejudice in their hearts, gave forth very little effort and helped to create an atmosphere of distrust and dislike in the community. As the first wave of home-purchasing, upwardly mobile Negroes left the community under the pressure of the newer arrivals who were of a lower social class, a second social revolution took place which was more destructive by far than the first. Again, the school system and the school itself were unable to cope with its problems.

By the early 1960's Hutchins had the undisputed reputation in its community and among the profession as the worst school in the city. Experienced teachers refused assignments or promotions into it. The principal in 1961 reported that he had 150 teachers assigned to the school in the five years of his tenure. When he left in 1964, several teachers asked to go with him to his new assignment, and others left in such numbers that by February, 1965, 45 of the staff of 80 had been in the building less than six months.

With the advent of federal programs and other help, the staff turnover has been greatly decreased. At present the staff numbers 75 members who were employed in the school last year, nine replacements for three promotions, two maternity leaves, two dismissals of unsatisfactory personnel, two teachers who left the system, and one transfer to a high school. In addition six extra teachers were hired to take care of an expected enrollment increase.

Interestingly enough, a core of people has remained for a number of years, and several have asked to be reassigned to the school after returning from leave. These number about 10.

The school has at present a staff of teacher aides, recruited from the school community, that numbers 32. These people, over the past two and a half years have grown into an indispensable part of the school. They serve as office assistants and assistants to the counselors. They also work in the classrooms and supervise the halls and the lunchroom. Some are so capable that if a counselor is absent, for instance, the work of that office goes on nearly as well as if he were there. Further, a number of aides have been encouraged to apply and qualify for positions with the Board of Education as clerks, bookkeepers, and substitute teachers.

More Than Enough Problems

Although the above and other special projects have had significant results, mostly in the area of raising staff morale, the school is still in real trouble. The extent and dimensions of its problem may be gauged by the following.

At any one time the school may have over 300 students who are "in trouble." This includes children who are unable to be educated by our normal techniques because of emotional, psychological, sociological, intellectual, or other factors. These also include at least 40 students each year who are permanently suspended from the school (though readmitted elsewhere) for, in the most part, violence or aggression against other students or teachers. At any one time there are about 12 unwed mothers in attendance, an equal number at home expecting children, and six students who have spent a year or more in the Lansing Boys' Vocational School. Further, we have about 150 to 200 students who are chronic truants. In the light of this last, the Mayor's Committee for Human Resources Development estimated, two years ago, that there were over 1800 children, under 18, in an area slightly twice the size of our school district (but including the district) who had no known adult responsible for them. Truly, Dickens' London was no meaner place for growing up than is our section of Detroit, for some children.

Yet, in the community, there have been individuals working valiantly to carry on a civilized society. Block clubs and the Virginia Park Rehabilitation Committee, spurred on to achieve a promised federal grant, have struggled to improve and halt the tide. One can only salute, with respect, these individuals. For years, these groups have sought, responsibly, to gain control over the events that shape their lives and their community. The summer of 1967 and the current trends leave a despondent feeling in the heart and a question about the future. The school is working seriously and with great effort in these areas, but any honest appraisal of our situation has to recognize the situation as desperate. Although there are significant indications that there is strength in the midst of this chaotic community, notably the Virginia Park Rehabilitation Project, the foregoing should indicate the milieu in which the TIP has operated.

Induction Project Starts

NASSP's Teacher Induction Project came into Hutchins in the fall of 1966. It consisted of four beginning teachers, who were fully certified, working with a young team leader or coordinator, who had proved his ability to work effectively in our school. In the Project structure the coordinator was not to play any supervisory role, but was to have one teaching period free of classes at the same time as the inductees. Thus, the five teachers meet each day for a group session, the essence of which is described elsewhere.

The principal of the school chose as the cooperating teacher, or team leader, a young man with an obvious future in education. There are some teachers who have the commitment and an ability to work with youngsters. In a ghetto school a teacher must have a personal philosophy and spirit which permits him to truly relate to his children and their community. If this teacher can, in turn, have the respect of his colleagues, then this person should be the choice for leading such a project.

Professional Commitment Needed

This gives me a chance to expound on a favorite theory of mine. Simply stated, it is that we do not have, in teaching, a profession. What we have is a profession within a vocation. We all recognize that there would be no public educational system without the "short timers" (those young women who teach until they get married), the "assistants to the breadwinner" (the older women who return to teaching in order to pay for the kids' college education or the summer cottage), and the men who are teaching as a temporary job until they get a law degree or a chance to go into private enterprise. There are probably many other categories, but they all add up to a majority group who are not necessarily committed to professionalism. Not that many of the above are not capable, sensitive people. They represent a problem in that they do not *stay* with us. Within this structure are those who become involved in the business and become increasingly skillful and truly professional. Such was the coordinator who accepted an invitation to join the staff of the Michigan-Ohio Regional Educational Laboratory.

In the context of this argument, the experience with the NASSP Teacher Induction Program at Hutchins seems to have had the result of bolstering the efforts of young people who come to work in a "difficult" school. Fourteen beginning teachers have been assigned to the school and the program. Of these 14, 12 are teaching, and 11 of them are still at Hutchins. This means that from the program the school has three teachers finishing their third year, four their second, and four finishing their first year. The group is evenly divided, men and women, white and black. One of these teachers has taken over the responsibility of coordinating our audio-visual program, three are members of the building advisory committee to the union representative (the AFT local has the collective bargaining contract with the Detroit Public Schools), and one of these teachers has been a key person in working out courses of study on Afro-American culture. One of the aforementioned union committee members was elected this year to the executive board of Local 231 of the AFT.

Of the four Project teachers who began last fall, two of the young women dropped out of teaching almost immediately to go back to graduate school. It is my opinion that both of these young people made a basic error in their original vocational choice. The replacements in the program were made from other teachers already assigned to the building. Both of these teachers have done well, increasing in both competence and sensitivity.

I think it is fair to say that these 14 teachers, a cross section of the products of our teacher education institutions, have done a better job of adjusting to the demands of the profession than do most beginners. Further, they have shown a recognition of the complexities of our community and its needs. This encourages me greatly.

My major observation as to the worth of the NASSP induction project is that it has been, modest as it is in scope, a major contribution towards making Hutchins a school for many, if not all, of its students. A school is much more than the 375 classes that meet here each day. It is also the "extras" that come from children and teachers engaging in the things that they like to do. It is the sum of the motivational efforts initiated by the teachers to engage the minds and the hearts of their children in the joy that can, and must, exist in life and the learning process. Although I am somewhat disconcerted, at times, with the size of the task we face daily, the contributions of the TIP group and the personal growth that I have seen in its two leaders help to keep me optimistic about the future.

The director of NASSP*'s teacher induction project summarizes what that project in its very short lifetime has been able to demonstrate. What he cannot say but the editor can is that we have here a most unusual development: a project of rather modest proportions, by contemporary standards, that actually has begun to influence practice in the schools.*

Teacher Induction:

An Opportunity and a Responsibility

DOUGLAS W. HUNT

THE beginning teacher as we have come to know him during our three-year study has the heaviest work load of any member of your staff. Having been given a few months' warning of his assignment, sometimes armed with a sketchy curriculum guide that even the most experienced teacher seldom understands or follows, an assortment of textbooks (at least one of which will be changed before school begins), he embarks upon a full teaching schedule of five classes a day and a full complement of extra duties, each of which is entirely new to him. He has no experience to fall back on or upon which to base decisions, so that too often his planning is inappropriate and hours of preparation bear little fruit. Usually his senior colleagues have chosen the favorite courses and the ablest students, so the beginner quite often faces the more difficult classes of slow, often bored and belligerent students.

Much teaching done by beginners, therefore, is done under stress conditions. The reactions to stress, and the resulting defense mechanisms, are often inappropriate and sometimes

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crippling. If the beginner has pride and sets standards for himself, his work is never done—he can never know enough or plan enough, and he seldom has a feeling of completion or success. All too often the reality of his experience is devastating—nothing like what he had been led to expect during teacher training.

Common sense indicates that the beginning teacher needs assistance if he is to do a good job. We have got to stop kidding ourselves—teacher training institutions, however excellent, won't and can't prepare teachers for the full and immediate responsibilities they face the day they enter the classroom in September. Some of us recognize this, but thus far our attempts to bridge the gap between the theory of the teacher training institutions and the reality of the everyday classroom situation have been almost totally ineffective. Many of the principals with whom we have worked on the induction program for three years will tell you that orientation programs (however well intended) often do more harm than good. They bore the old-timer and confuse the beginner.

Once thus "oriented" the beginner typically is placed under the care of a department chairman, regardless of the chairman's interest in young teachers or ability to bring them along. In most schools, department chairmen have the responsibility for evaluation; this in itself often precludes the type of working relationship which we have found to be essential if true adjustment and learning are to take place. Our recent experience, however, convinces us that there are sound ways of inducting teachers, and that the school and its principal play a critical role in this stage of the new teacher's training.

Specifically, we have found that principals must give more careful consideration to the beginning teacher's assignment, basing it on his preparation and background, and not solely on traditional schedule "needs." We should limit the number of basic preparations with which beginners must cope to two whenever possible, and assign to the beginner the type or types of students that he is best qualified to teach. These will usually be the average groups for, after all, if the experienced teacher finds it difficult to challenge the top students and impossible to motivate and manage the slow ones, how can we expect the beginner to meet these challenges effectively.

But careful assignment is not enough. The beginner needs assistance in carrying out his assignment. Obviously the principal does not have the time nor is he able to provide this assistance, but he usually has on his staff several highly qualified experienced classroom teachers who, if given the *time* and the *authority*, could provide this support and guidance. We have found that such a cooperating teacher can usually work effectively with a group of from three to eight beginners providing they can all be brought together for a full period each school day. In effect, we propose a new specialist for the school staff—a person who, in addition to teaching classes of his own, teaches teachers and who, in this capacity, is responsible directly to the principal.

Lest you begin to think that induction is impossible for you, or too expensive, let me assure you that it is neither. The program that has evolved from our three years of experimentation with Mr. Conant's original proposal involves some released time, scheduling consideration, and talent. The talent is readily available in every good school. The released time and equipment should cost less than $2,000 per beginner (depending upon school schedules and salary schedules). When considered in terms of a year of teacher training, what we pay older staff members, and the improvement in instruction (which, after all, should be our primary concern), the cost is minimal.

But what is there in this program that has evolved from Mr. Conant's recommendations? Perhaps it can best be described in a time sequence that has four phases. But before I try to answer my question let me remind you what these recommendations were:

a. limited teaching responsibility for the new teacher
b. aid in gathering instructional materials
c. advice of experienced teachers whose own loads are reduced so that they can work with the new teacher in his own classroom
d. shifting to more experienced teachers those students who create problems beyond the ability of the novice to handle effectively
e. specialized instruction concerning the character of the community, the neighborhood, and the students he is likely to encounter.

Phase I: The Time Before School Starts. Induction should start the moment a new teacher is hired, and it should be considered a normal part of his first year load. Emphasis during the spring and summer is on helping the beginning teacher feel at home in his new (and probably first) job. The cooperating teacher might do the following:

- greet the beginner after the employment interview
- introduce him to his department head and other administrative personnel (The induction program supplements the normal department structure; it does not replace it.)
- take him on a tour of the school
- explain his assignment
- review texts and syllabi to be used
- review the teacher's manual
- discuss the nature of the community
- point out studies or references to similar environments

This kind of supportive activity can be continued over the summer by phone or letter and can do much to build up the beginner's self-confidence and, of prime importance, to give direction to his planning.

Phase II: Normal School Orientation or Special Beginning Teacher Orientation. Emphasis here has been on helping the new teacher understand his assignment and prepare for the first week of school. The cooperating teacher can supplement, or in many instances replace, the school's regular orientation program. This is not the time for speeches on theory but rather lots of practical assistance and advice. Activities have included familiarization with the building and special teaching resources. It is particularly advantageous for the cooperating teacher to attend any orientation meetings with the group and review the more important points with the beginners to see that they truly understand them. Explaining the school schedule, the attendance procedures, the record-keeping system, and the location and use of supplies; identifying administrators and supporting personnel (librarian, counselors, nurse, custodian); setting up classrooms; and reviewing opening-of-school procedures have proved to be especially helpful. The cooperating teacher has been encouraged to identify potential weaknesses and when possible to give special attention to individual needs of the various beginners.

Phase III: First Semester. At this time the regular daily group meetings begin, with emphasis on the practical arts of teaching. Groups and individuals, led by the cooperating teachers, have worked on lesson planning, organization of material and methods in terms of various ability groups, testing, grading, diverse teaching methods and techniques, supplementary material, homework, disciplinary techniques and school policy, guidance services, specialist services, parent-teacher groups, and community relations.

In addition to group discussions and individual conferences, activities have included observation of experienced teachers, visits to a materials or curriculum center, a tour of the community and a review of community services, seminars with specialists (reading teacher, guidance counselor, psychologist, community agent), common lesson planning, cooperative teaching, and training in the use of audio-visual materials. Let me again stress the word *practical* during this phase. During the first semester we are first concerned with survival and then getting on top of the job. Experience indicates that almost everything the group does should relate directly to what is going on in the classroom.

Phase IV: Starting About January. There will be a gradual shift from the practical daily concerns to a longer range, sometimes more theoretical, approach. Activities designed to help the beginner articulate and analyze his philosophy of education, his performance in the classroom, and his understanding of his students have included the following:

- case studies
- observation of his students in other classrooms
- demonstrations of various teaching techniques
- increased cooperative teaching
- analysis, through the use of video and sound tape, of teaching
- techniques and class participation.

These activities prompted discussions of teaching resources and methods, successful motivational techniques, learning theory, adolescent growth and development, and the slow learner. There are, of course, many other possibilities.

If this sounds like a continuation of teacher training, it is! But don't suggest that we should consider the beginners as students, for they desperately want to belong, to be accepted, to succeed as teachers. Nonetheless, as many of them have said and as the administrators now recognize, more constructive teacher *learning* can take place this first year on the job than in four years of teacher training, but for this to happen there must be structure and direction. It is indeed a continuation of teacher training, and it should be thought of as such by principals. Don't good teachers continue to learn and grow? As for a load on the school—yes, perhaps—but as one of our principals pointed out, "The people who really know how to teach in my school are the ones who are doing it, not necessarily the 'experts' in a university miles away." Is it an unreasonable burden? We think not. In Richmond, where we worked with five small experimental groups, every new high school teacher in all six high schools is now participating in an induction similar to the one which I have just described. In Detroit the experimental program carried out in four schools has become a regular program involving 125 schools.

Teacher induction shouldn't be news. However, no other important profession is so careless about the induction of its new members. In most professions there is a carefully defined procedure used to bring new members along—to induct them. A law firm would not send its newest law school graduate to defend its toughest case right after he reported for work. A medical doctor's internship and residency might be too long, but at least the beginning doctor does go out with more than a degree and six weeks of observation. So far as I know, teaching is the only major profession in which the beginner is given full and immediate responsibility—the same or more difficult assignment than the experienced worker has—and then he is often criticized because he doesn't perform at the same level as his experienced colleagues. The beginning teacher deserves better and so do his students.

BEGINNING TO TEACH

IV

Preparation and Beginning

WILHELMS

REHAGE

The foregoing articles have dealt with ways by which that critical first year on the job can be made a better one for the new teacher and his students. A distinguished practitioner of the arts of preparing teachers reminds us in this essay that what comes before that first year continues to have much influence on what that year and the following ones will be like.

Before the Beginning

FRED T. WILHELMS

THERE is an old story which has an automobile manufacturer describing how cars had been improved gradually, over the years, by a little change here and another one there. The next big improvement, he concludes, ought to consist of putting the engine over the rear wheels—"but you can't do that gradually."

Over the years teacher education has been improved in a lot of ways, too—not all of them so little. But, by and large, it still has one terrible flaw: it puts the "theory" first and the practice last—and you can't change that gradually, either.

Out of that one flaw arise a host of serious consequences at every stage of the teacher education program. In the end it brings you a beginning teacher who is "green" as to the realities of the schools, scared, awkward, and all too often soon shocked and disillusioned. We have grown so used to this that we think it is inevitable. It is not. It is only an artifact of a certain style of preparation.

Thus far we have taken as "given" a certain kind of product coming to us from the teachers college, and we have concentrated

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on how to induct that product into our schools. But maybe that product coming to us from the colleges could be different in the first place, fitting in more naturally, easier to induct. And maybe the change in the college program would facilitate a better school-college partnership.

The Traditional Beginning

Strip away the local variations in details, and the predominant model of professional education boils down to a three-phase sequence:

1. *"Foundations"*: usually educational psychology, sometimes educational sociology, history, or philosophy.
2. *Methods and curriculum.*
3. *Student teaching.*

Good content, all told, but the sequence of it defies all common sense as well as everything these same schools of education teach *others* about the proper relationship of experience and intellectualization. Our education students have been telling us that for decades. (In a survey I ran ten years ago at San Francisco State College, the one complaint or suggestion that outnumbered all the others put together was a cry for *more experience earlier in the game*—and the faculty privately agreed.

Some of the weaknesses in the usual arrangement are so obvious that anyone can spot them. When the student is taking those theory courses, he has too small a base of reality to which to relate them. He doesn't even recognize the great problems with which the psychologist or curriculum professor is struggling, and so he often decides that the course has no worthwhile content—and turns off his brain. Later, when he hits student teaching and needs a theoretical background desperately, it somehow 'isn't there." Either he never really learned it at all or he fails to see the relationship between the hard specifics facing him now and the psychological generalizations he learned a year or so ago.

But there are other weaknesses, less obvious but perhaps even more important, in the theory-first/practice-last system. Let's say a student is a history major with a B+ average. The education courses in psychology and principles of secondary education are nice academic affairs, too, and he probably makes about a B+ average in them. As a candidate for teaching he is being successful. But what is he learning about himself in his professional role? What chance is he having to *mature* slowly and naturally in his relationships with learners? One of the most damning things about such courses, taught in a near-vacuum, is that they have almost no real "guidance effect."

Then suddenly he is in student teaching! His whole career is at stake, or so it seems to him. The situation crackles with tension. He feels a great compulsion (which all too often is a very real one) to model himself precisely upon his "master teacher" and do everything just as he would do it, whether that fits his personal style or not. His college supervisor comes around every so often, full of suggestions not universally in harmony with those of the cooperating teacher; our student may have to sail a careful course between them.

Beginning Dependence or Independence

Is this a situation in which a would-be teacher can relax and look at himself with clear eyes? Is he psychologically free to feel his way into his own style and artistry? Is he really moving toward the professional autonomy we shall want in him next year, or is he being driven toward conformity and dependence? Is this brief, confined, tension-laden situation really fertile ground for maturation?

Now I know that schools of education have made manful efforts to get at least some "observation" ahead of student teaching, even some "participating observation." They have tried a variety of measures to thread some experience into the fabric of professional education. In a few cases (and fortunately the number is growing) the experience is genuine and significant. But my hunch is that in most cases the "observation" and other devices are pretty trivial, rather remote and academic, with very little gut-level involvement. Rarely do they constitute an authentic introduction to the real and whole life of a teacher—and that is why, when the beginning teacher comes to you, you must start almost from scratch to provide that introduction.

A Better System Is Practicable

It is possible, without using any greater total of time, to build a program of professional education in which experience and intellectualization go hand in hand all the way, each reinforcing the other. In this process it is possible to turn out a beginning teacher who feels at home in the school and moves into its whole life naturally (not as a polished veteran performer—that would be too good to be true—and not without some aches and pains and fumblings, but nevertheless with a kind of readiness). In this process it is also possible, in fact essential, to build a partnership between school and college so that each of *them* reinforces the other, too, and can go on doing so in the teacher's first years.

I know this because for five years at San Francisco State College I managed a program that did it, at least in Model-T fashion. And while it was an experimental project financed by the National Institute of Mental Health, we deliberately held ourselves to normal conditions—student loads, for instance—so that whatever we learned could be translated into regular practice. (In the Secondary Education Department of that college an adapted form of the program still goes on.)

We went further than might have been necessary. We built a relationship with some public schools so that our students, instead of being in those schools for one semester of formal student teaching, could be in and out for a tremendous variety of experiences over three or four semesters. Back on campus we collapsed our standard sequence of educational psychology, educational sociology, and principles of education into one ongoing seminar which ran the whole length of the professional program. The content of that seminar was not preplanned at the start; it was planned very carefully by stages, as students and faculty reflected on the experiences people were having and the problems they were running into, and then cooperatively decided what needed to be learned next. The teaching was done by a three-man team (with occasional specialized help) representing psychology, the social foundations, and curriculum and instruction. This same team also went with the students into the schools and the community and supervised their experiences there so that everyone had more or less a common base of experience.

Variety of Experiences

We thought very carefully about the field experiences, and especially about their "timing." We did not pre-set a regular gradation of experiences; though some experiences were more or less common to the group as a whole, more were highly individualized, and we helped and encouraged each student to feel his way along through a great variety of experiences and contacts. The students themselves found an amazing range of creative things to do, often things which no supervisory group could have thought of for them in advance. We tried to keep the loading rather light, at first, rather tension-free. (One nice thing was that in the early stages when a student "wasn't supposed to know anything anyway," he could try something and "fail"—and learn from that failure—with almost complete equanimity. His career was not at stake.)

A rough equivalent of student teaching fell into place rather naturally, often with short preliminary bursts early on followed by more intensive and polished work later. But we did not rush about it. We calculated that a student needed to get comfortable with adolescents first, learn to relate to them easily; then, later, he could add on the role of "director of learning." In the early stages we were, in fact, little interested in perfecting skills. That could come later. What we wanted more was an *exploratory* effect, and the most important exploration was each student's exploration of himself, as a maturing young professional.

Besides, we wanted the youngsters to get around in the whole school (and community), including PTA meetings, faculty meetings, and the gossip of the teachers' lounge. And we wanted them to see and be associated with a variety of teaching and curricular models, rather than just one, so that they could pick and choose what fitted each of them. Though we could not always achieve it, we cherished the ideal of getting all the student's necessary experiences under his belt some time before he graduated, so that there could be a final period for reflection and putting the pieces together.

So, what we had was two parallel strands of curriculum—one of experience, one of theory—wound together all the way like the double helix of a strand of DNA. We hoped that we could "time" them in relation to each other so that each would help the other. That did not always come off perfectly, but in a rough way it worked.

Mutual Support

In the continuing seminar, depending as heavily as we did on student-faculty planning as well as on individual and small-group study projects, we had abundant openings for the skillful and meaningful use of democratic group processes, and the students soon became thoroughly at home with them. The close, long-time relationship between one faculty team and a group of students made it easy to weave in a deliberate program of sensitivity training, without pushing or prying. And (we were slow to recognize this and see its importance) the continuing relationships among the students themselves led to a deepening mutual support accompanied by an increasingly open self-revelation and helpful mutual analysis.

How did all this look from the viewpoint of the cooperating schools? In a way, at first, it put an extra loading on them. They had more students around, and the arrangement was less "neat" than traditional student teaching with its set schedules. A few principals and teachers disliked the looseness of the irregular coming and going. But more liked it from the start—or believed in it enough to sweat it out willingly—and not a few liked it better and better as time went on. They liked being in on the ingenious planning of varied and unorthodox things to do. As our students "knocked around" among them, a teacher would often invite one to help him. ("I've been wanting for a long time to try such-and-such, but never have the time; maybe if the two of us got together on it. . . .") We rarely had to *assign* a student to a master teacher.

And then, as time went on, another element emerged. When a student has been knocking around in your school for a semester or two—or maybe sooner, depending on the student—he becomes a valuable *resource.* Having a gang of such students around may be a nuisance in one sense, but with a little imagination it can become a genuine asset.

Well, enough of that one teacher education project. It never was a perfect model, and certainly it is not the only possible plan. What I have been trying to point up, using it only as an example, is that it is perfectly feasible *to start the young teacher's induction into the school—into the real and whole life of a teacher—the day he starts his professional program.*

It is simply not necessary to go on producing beginning teachers to whom school-as-it-really-is comes as a shock. Furthermore, the preservice program itself will "take" better if it is conducted in the realm of reality. To take our experimental students as an example once more, they griped about a lot of things but they never called their theory work "Mickey Mouse stuff" or a "waste of time." Without any formal course in psychology they somehow soaked up at least as much psychological insight as their schoolmates in the "regular program." Obviously, meaningful experience can generate a desire to learn and a commitment to become expert rarely matched when theory is in a vacuum.

Apperception and Intellectualization

The requisite experience can be got at in many ways, of course. If high school and college students now engaged in tutoring go into professional education, they will doubtless be different for that experience. Education students who are hired as teaching aides will bring a new apperception to their classes. But the problem of timing remains, and so does the problem of scope. An experience here or there is not necessarily an authentic introduction to a life of teaching. And raw experiences unaccompanied by thoughtful intellectualization under the guidance of experts may remain only raw experiences. Schools of education need to integrate thoughtfully arranged experiences into a total program.

And then, when that period of first-year induction comes, the school and college ought to be able to continue on in the cooperative relationship they have already built. The student will not be quite so raw and green; he will not have constructed a fancy glass house of unrealistic idealism to come crashing down at the first impact of reality. But he will still have a lot to learn. And the school faculty and the college faculty, having brought him along this far, could adapt as necessary and go right on.

"In the process of becoming a teacher he will discover some things about himself he had not known before, some of which he will find agreeable and others less so. He is not only becoming a teacher—he is also becoming a person."

Induction:

When Student Becomes Teacher

KENNETH J. REHAGE

THE INDUCTION of new members into the teaching profession is a joint responsibility of the institution which provides pre-service training and the school system which first appoints the teacher to a position. There are limits to what each of the partners in this enterprise can do to facilitate the process of induction, but it is probably correct to assert that neither has typically done all it could. When there are sufficient numbers of new teachers looking for positions and teacher turnover is low, the problem does not appear to be especially acute, although it is certainly present. But when new teachers, and particularly good ones, are scarce, and when attractive opportunities are open to them in other lines of work, it is especially important to see that their initial professional experience is satisfying and that they are encouraged by it to remain in teaching.

Although it is most desirable that pre-service institutions continue to be concerned with their graduates in the first year of teaching, it is by no means easy for them to do so. Distance often prevents personal contact between the new teacher and his former professors. Time is a factor also, for most institutions that prepare teachers have difficulty enough providing adequate

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field supervision of their yearly crop of practice teachers, let alone maintaining contact with their former students. Thus, once a teacher is placed in his first position, the burden of inducting him into the profession will fall largely upon the school system that has appointed him. I would like to concentrate attention here on that part of the induction process which occurs under school auspices.

New teachers commonly confront certain kinds of problems with which most experienced teachers have learned to cope in some fashion. Concern about relationships with his students is one such problem. What will they be like? Will they like me? Will I be able to maintain order? How much will they want to learn what I am to teach?

Such questions as these are very much in the mind of the new teacher. He will be concerned with his ability to find just the right mixture of firmness and freedom in the classroom: firmness to gain the respect of the students and freedom to win their friendship and approval. If his first assignment is in a situation with which he is quite unfamiliar—an inner-city school, for example—the new teacher will wonder how he can best establish contact with students whose backgrounds may be quite different from his. The same will hold for a considerable number of new teachers with urban backgrounds who begin their teaching careers in small towns within a predominantly rural environment, where customs, traditions, and values may be markedly different from those of a large metropolitan area. If a teacher is to be in a sophisticated, well-established suburban community, he may wonder how he can deal effectively with privileged young people whose opportunties and experiences are considerably broader than those his own modest background could provide.

Something of the problem faced by a new teacher with regard to relationships with his students is suggested by the following thoughtful comment by a sensitive young man reflecting upon his first year of teaching a junior high school class in an inner-city school:

> I knew the children were supposed to be "disadvantaged" and that my class was regarded as an especially "difficult" one. I thought I could succeed by letting the children know I was genuinely interested in them. Then they would "like" me and would do the work

> because they would know that I cared about them.... Most of them did like me, I think, but this seemed to have little to do with their behavior and the lack of learning in a classroom that became increasingly boring to us all.... I eventually did feel things were improving. They began to get better when I recognized that I should have been building on the strengths of the students instead of making a direct attack on their deficiencies.

A second kind of problem is related to teaching competence. A new teacher needs to feel that he has an adequate command of his teaching field and that he has an extensive repertoire of alternative means by which students can work toward desired objectives. With respect to the first of these two dimensions of teaching competence we may note that increasing numbers of secondary teachers are beginning their careers with work beyond the bachelor's degree in their teaching fields. That being the case, it would appear that command of his subject ought not be a matter of undue concern to the new teacher. I have noted repeatedly, however, that preparation at the graduate level in his teaching field does not necessarily alleviate the new teacher's problems. Under some circumstances it may even complicate them.

Unless advanced study is accompanied by a deepened insight into the nature of the subject itself and a sensitivity to the problems high school students may encounter in understanding that subject, the new teacher may quickly become disillusioned when knowledge he believes to be indispensable is viewed by the students with apparent indifference. It is discomforting when a new teacher discovers that few of his students share his devotion to a subject and that many of them see little reason why they should be required to study it. Perhaps for the first time the teacher finds it necessary to think about education as well as about his subject, to ponder the really difficult questions of who should be educated, and for what, and to make explicit some of his own assumptions in these matters.

The Question of Relevance

As the high school population includes increasingly large numbers of students whose future plans do not include further academic training beyond the secondary school, even though they may envision further schooling of some kind, our high schools are faced with a major challenge. For many of these students the study of history, science, mathematics, and English must somehow be made relevant and significant so that they can see such study as a valuable contribution to their general education. A sensitive new teacher will readily recognize that he may have to take a different view of his subject than he had anticipated. Let me quote again from the paper prepared by the teacher referred to previously:

> Almost from the beginning I had doubts that I could follow the program laid out for the English class. The students were inept in their standard English and they lacked common knowledge. But the books and magazines they brought to school surprised me. Clearly they were more intelligent than their IQ tests suggested. I came to have little hope that the materials I was expected to use would interest them. They could not care less about the need to prepare for city-wide tests of grammar. But I still kept on with the reading books, the spelling tests, and the grammar drills. I looked in vain for the expected learning to be reflected in the written work I asked them to do. Essentially, I had suppressed my own better impulses out of cowardice and laziness, for it was easier to place the blame for failure on the children's deprivations than it was to assume the responsibility of a teacher to examine the limitations I had sensed in my own approach from the outset. I can now see that I was merely another of the well-intentioned and somewhat confused incompetents to whom the children were subjected.

Another dimension of teaching competence has to do with what are increasingly referred to as "teaching strategies." A new teacher is probably intellectually convinced that more learning will occur as a consequence of what the students do rather than as a consequence of what he, the teacher, does. But to act in accordance with such a conviction requires a high degree of teaching skill, much of it acquired by experience. Almost by definition a new teacher has had only limited opportunity to build a repertoire of teaching strategies. At the outset he will probably feel most comfortable with those teaching methods that rely heavily on what he does and accordingly that offer little chance for meaningful participation by students. So he talks a great deal and prepares formal lectures not unlike those which impressed him as a college student. After all, encouraging student participation can be risky. The directions a class discussion may take are unpredictable, and a new teacher is typically not well prepared to handle the unexpected.

Flexibility

The availability of a wide range of new types of instructional materials and unfamiliar technological aids to learning poses a problem for all teachers, and especially for those with limited experience. The effectiveness of any instructional materials is largely dependent upon their being used with discrimination. It is necessary that the teacher be able to diagnose skillfully the circumstances under which a class, a small group of students, or an individual learner can make good use of particular instructional materials or various technological aids. That is a difficult enough task in itself. But the decision to make use of a variety of approaches to learning will usually not be made unless the teacher is willing to provide a considerable amount of flexibility in his classroom. "Flexibility" is a good word these days. Yet in the hands of an inexperienced teacher flexibility can lead to a kind of disorganization in which both teacher and students experience little real satisfaction. A disappointing result can easily discourage a new teacher from making further efforts.

A third type of problem which a new teacher must face is that of developing satisfactory relationships with colleagues. In part this is a problem of communication. In many respects teaching provides only limited contact with administrative and teaching colleagues. Lunch time, departmental meetings, faculty meetings, and the like account for a relatively small proportion of the total time a teacher spends at his work, and most of these opportunities for adult contacts are likely to come at the end of an otherwise busy and tiring day. Even in small school systems, and especially in the large ones, teachers commonly feel that communication is difficult. It often is. Yet it is through communication with colleagues that the new teacher achieves a kind of identification with the profession of teaching.

The school is a social system with a formal organization that soon becomes fairly clear to the new teacher. He gradually comes to know, at least in a general way, the roles of the various persons with whom he has more or less regular contact—the principal, the guidance and counselling staff, the department heads, fellow-teachers, and the like. But he still may have some difficulty in understanding to whom he should turn for assistance or counsel when he needs it. He may even feel that to ask for help from any source is a sign of weakness which would reflect adversely upon him.

If he is at all perceptive, the new teacher may soon realize that there is also an informal organization in this social system, and that certain things appear to get accomplished more easily through that organization than by working through regular channels. Such is especially the case when communication with representatives of the formal organization is hard to establish.

Professional Relations

When the channels of communication in both formal and informal organization are readily accessible to the new teacher, the opportunities for the establishment of satisfying professional and personal relations with colleagues are maximized. But there may still be some perplexing things for the new teacher. One of the most common sources of disappointment, if not disillusionment, is the resistance to new ideas that he observes.

New teachers have frequently said to me that one who displays too much enthusiasm for his work or who proposes innovations in teaching practice is likely to encounter indifference, disapproval, and occasionally outright hostility. Even if administrative support is forthcoming, a new teacher could well wonder if it is wise to persist with an idea in the face of such reactions from fellow teachers. The impression I get is that the new teacher is unhappy not so much because his ideas are rejected but rather because so often they seem not to be taken at all seriously.

A new teacher is even more uneasy and disenchanted with the profession when he sees forces effectively mobilized to resist and block badly needed changes. Under circumstances such as these, which may be more common than we care to admit, an eager and somewhat impatient new teacher can easily find himself very much alone, effectively cut off from easy communication with a considerable portion of the faculty.

The three types of problems confronting new teachers I have mentioned are certainly not unrelated. As the first quotation above suggests, satisfactory resolution of problems of one type could facilitate dealing with other types of problems. Correspondingly, failure to deal adequately with any one of the problems is likely to complicate the teacher's ability to handle the others. Are there ways by which the potential frustrations inherent in the situations I have described might be minimized through a carefully planned induction program? In commenting on this question I would like to resist the temptation to generalize about new teachers. While I am quite confident they will face problems like the ones I have described above, I am equally sure that they will differ markedly from each other in the ways they respond to those problems. I urge strongly, therefore, that plans for inducting new teachers ought to take account of the differences. What are some of these differences?

Various Motivations

One of the differences I want to emphasize here is rarely revealed by a set of credentials from a placement office. It has to do with the reasons given for entering teaching. Even a superficial analysis of statements made by applicants to a teacher training program reveals something of the range of reasons that draw persons to teaching. Some apparently make the choice because of satisfying contacts with admired and respected teachers. Some others will have experienced genuine satisfaction in situations where they have helped others younger than themselves to learn, perhaps in a camp setting or a religious school. An early commitment to teaching may have been tested often and the decision frequently reinforced in a variety of ways. Entering teaching with thoroughly realistic expectations of its satisfactions and its frustrations, these individuals can view the beginning of a professional career as the fulfillment of a long held and often reaffirmed wish.

On the other hand I have seen many statements from persons who come to a decision to teach relatively late and perhaps even somewhat reluctantly. Unable to choose a vocation upon completion of a bachelor's degree, some young people will say that they developed a liking for a particular subject as an undergraduate and that their successful experience with that subject led them to think of teaching it to secondary school pupils. Not infrequently they will look for a Master of Arts in Teaching program which will permit them to specialize further in their subject, get the required professional courses (which in all likelihood they rejected as undergraduates), and get some teaching experience in an internship program.

A few will look upon teaching in secondary schools as a temporary stop enroute to a doctorate and a more prestigious position in a college or university. Responding to the dictates of a strong social conscience, some will express the desire to work with disadvantaged youth in inner-city schools. In recent months a considerable number of young men have said they wish to pursue a teaching career and thus hopefully defer or even avoid military service in a war for which they have no sympathy. Recalling their own boredom in secondary schools, some others go into teaching convinced that they can make learning more attractive for high school students than it had been for themselves.

Perhaps these examples of what people say are their reasons for wanting to enter teaching are sufficient to suggest one of the important differences among beginning teachers to which those responsible for planning induction programs should be attentive. It seems clear enough that these motives, often only vaguely expressed, will have an effect upon the attitudes that new teachers bring with them to their first teaching assignment.

A second kind of difference among new teachers is related to their previous experience in a classroom. Both the amount of this experience and its quality will vary markedly. Those with only provisional certification may have had nothing resembling a practice teaching assignment. Others will have had as much as a year of internship experience where they have been required to assume full responsibilities as a teacher. Some will have had only limited experience as practice teachers, with far too few opportunities to assume the full range of teaching duties.

The qualitative aspect of the pre-service teaching experience is of even greater significance than the actual amount. A practice teacher who has met both success and failure and, more importantly, has had opportunity to reflect seriously upon both types of experience, will have made some of the adjustments necessary to begin to feel like a teacher. Others will be less fortunate. As "student teachers" they will have been more "student" than "teacher," ever under the watchful eye of a supervisor only too ready to take over when things are not going well. They will have had far too few chances to assess their own strengths and limitations and no real occasion to reflect upon their successes and their failures under the guidance of a skilled supervisor. These new teachers have yet to feel like a teacher in any real sense.

Adjusting to the Reality

It is unfortunate that so many new teachers will have done their practice teaching in situations quite unlike those they will encounter in their first job. Whatever they have learned in their preparation for teaching seems to have only limited relationship to the reality they encounter in actual teaching assignments. In some instances the adjustment is far too difficult for an individual to make. Not infrequently he is lost to teaching at the end of the first year, if not before.

New teachers will vary also in terms of the resources they bring to bear upon the problems they will face in a first year of teaching—a capacity for adapting to new situations, a tolerance for frustration, a confidence in one's ability to handle adequately all the demands that teaching can make. I have reference to a kind of psychological strength emanating from one's image of himself.

A person who has been accustomed to doing well whatever he undertakes, who knows and accepts his strengths as well as his limitations, who is not afraid of an occasional failure from which he can learn something, and who is skillful in the management of resources available to him will very likely have few difficulties that he cannot overcome in his first year. At the other extreme is the individual for whom the going has been hard all along, and who may carry into his first teaching assignment real doubts as to whether he will succeed either in the eyes of himself or of others. Fortunately, the number of persons who enter teaching with such doubts is fairly small. It is not uncommon for them to "counsel" themselves out of teaching even before they take a first job. Every year I see more than a few students who wish to withdraw from our teacher training program, saying that they do not feel temperamentally suited to teaching. I am reasonably certain, however, that there are some who manage to conceal such doubts from themselves and from others. While they may take a position, in all probability they will not stay long in a profession that demands more than they can give.

The more difficult situation arises with the new teacher who really wants to succeed but who has some misgivings about the likelihood that he will do so. He may set unrealistic goals for himself and for his students, only to find that even with a tremendous investment of energy and effort on his part the results are disappointing. His doubts are therefore confirmed. Somehow unable to learn from such an experience, he moves on to the next task not at all sure that things will get better, and they probably will not. The psychological drain upon a person who goes through a succession of such experiences can be very considerable, leaving little energy for creative and imaginative approaches to the task of teaching.

Three Kinds of Problems

I have suggested three kinds of problems commonly confronting new teachers—problems related to their relationships with students, to their competence as teachers, and to their relationships with colleagues. The responses new teachers will make to these and other problems will vary because new teachers are not all alike. The reasons for entering teaching, the nature and extent of pre-service experiences in practice teaching, and the teacher's views of his probable success are examples of differences among new teachers which can affect quite profoundly their attitudes toward teaching and their ways of handling the problems of that first critical year.

As I have worked with teachers in pre-service programs, and have kept in touch with a considerable number of them in their first year of teaching, I have become increasingly impressed by an important change which takes place during those years. A student typically begins his preparation for teaching by continuing in a student role, a role which is familiar to him from all his previous experience in schools. But he does not get far in his preparation before he is placed in situations that demand that he perform the tasks of a teacher. The demands of the new role are considerable, and very different.

Previously, most of the hard decisions relating to his own schooling have been made for him—what he should do, when he should do it, how he should do it. Then the tables are turned and he finds himself in the position of making such decisions for others. Many practice teachers have told me that they found this task very difficult, sometimes because they did not think themselves prepared to make such decisions and sometimes because they did not think it appropriate for them to do so in the first place. Yet they could hardly escape the realization that teaching consists in large measure of making decisions, many of them on the spot without much opportunity to reflect upon the consequences of choosing among alternative courses of action.

Substantive Issues

Initially the decisions are most likely to be procedural ones, but it is not long before difficult substantive issues arise. What is most important for this group or this individual to learn at this time? How much freedom do I have to modify the instructional program so that it is well suited to the students?

The process of shifting from the student role to the teacher role is a continuous one. A new teacher is barely at the beginning. In the process of becoming a teacher he will discover some things about himself he had not known before, some of which he will find agreeable and others much less so. He is not only becoming a teacher—he is also becoming a person. What we have earlier called the process of inducting a new teacher occurs during this critical period of self-discovery, a period in which new patterns of relationship are being worked out with students and with colleagues. The teacher also stands in a new relationship to society. In a very real sense he represents a powerful societal institution—the school. I believe it is reasonable to think that discoveries about self, particularly as they reveal new relationships to others, may have more to do with the kind of teacher he will become than will any formal induction program.

What does all this have to say to those who are deeply concerned about the problem of inducting new teachers into the profession?

Respecting Individuality

First, I want to emphasize that we have been concerned with a person who is in a new role, and our concern should be primarily for him as a person. Accordingly, the process of inducting him into teaching should respect fully his individuality, recognizing as much as possible the characteristics which distinguish him from other new teachers.

Second, a setting should be provided in which the new teacher can be well-known to the administrator and to at least those members of the teaching staff with whom he works most closely.

Third, careful consideration should be given to the new teacher's assignment so that his responsibilities will be matched as closely as possible with his qualifications, insofar as these can be assessed in advance. It is often alleged that new teachers get least consideration when schedules are planned. Such a policy seems incredibly short-sighted and almost surely hinders rather than facilitates the professionalization of the teacher.

Fourth, the new teacher should be made to feel that he has as much support as he wants from administrators and colleagues in the process of becoming a teacher. There is a delicate problem of providing what is needed at the right time without depriving the new teacher of the valuable experience of working out his own solutions to troublesome situations. One of the most useful kinds of assistance is found in frequent opportunities to talk with someone about both successes and failures and about perplexing problems of concern to the school generally.

Finally, there certainly is a place for the formal, information-giving aspects of a program to induct new teachers and for the social events that help to acquaint them with colleagues. But becoming a teacher has a private as well as a public significance. I am urging that we try to acknowledge and understand some of the internal stresses to which an individual may be subjected during the first critical year as a teacher.